

School of Social Work

Welcome to the IU School of Social Work!

The following mission statement was adopted by the School Assembly on April 4, 2008. In shaping its curriculum, the BSW program draws on the intent and concepts of the mission.

Vision Statement: An exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

Mission Statement: The mission of the IUSSW is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

As of July 1, 2007, the Division of Labor Studies merged into the School of Social Work to become the fourth academic program under the auspices of the School. The Labor Studies Program is a system wide program, offering academic programs on six of the Indiana University campuses, and it has a social justice mission that is compatible with Social Work.

Policy on Nondiscrimination

Based on the tradition of the social work profession and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socioeconomic status, marital status, national or ethnic origin, age, religion or creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as strength. This perspective demonstrates the composition of its faculty and student body, curriculum content, and recruitment and retention activities; by participation in university committees dealing with oppressed populations; by numerous service activities, including advocacy on behalf of the disadvantaged; and by its selection of field practicum sites.

Overview

History

Indiana University has a long history of providing preparation for entry into social work practice. Courses in this area were offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University.

The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 to reflect a clearer identification with the profession.

The School offers the following social work degrees: baccalaureate, masters, and doctoral degrees. The Bachelor of Social Work (B.S.W.) Program prepares students for generalist social work practice; the Master of Social Work (M.S.W.) Program prepares graduate students for advanced social work practice in an area of specialization; and the Doctoral (Ph.D.) Program prepares professional social workers for leadership roles in research, education, and policy development.

Although the degree programs vary in their emphases and levels of complexity, the school's curricula embody features that are systemic in their educational effects:

1. The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for providing social services.
2. The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
3. The curriculum focuses on problem-solving and strength-enhancing experiences; involving the classroom, learning resources laboratory, and field experience.
4. The excellent library and technology resources offer opportunities for social work students to become effective users of social science information.
5. An array of individual and educational procedures optimizes effective training; including rigorous accreditation and innovative teaching/learning approaches.

The School also offers the following Labor Studies degrees: baccalaureate, associate, certificate and minor. The Labor Studies program offers courses on all I.U. campuses and all Labor Studies courses are available online, many in the compressed (8 week) course format.

While the school is headquartered in Indianapolis, it also offers the B.S.W., Labor Studies, and M.S.W. degrees on other IU campuses: Bloomington, Fort Wayne (IPFW), Gary (IU Northwest), Richmond (IU East), and South Bend. It also delivers B.S.W. courses on the Columbus and Kokomo campuses. Reference to some of these offerings will be made in the text that follows.

Graduates of the school move into a broad variety of social service settings. These include those concerned with aging, family and child welfare, corrections, mental and physical health, communities, political change and analysis, and school adjustment, union leadership, and human resources management. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, and communities or function in planning and management roles.

The Council on Social Work Education (CSWE) accredits both the Bachelor of Social Work and Master of Social Work Programs. The school is a member of the International Association of Schools of Social Work.

The school's administrators are active participants in the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors and the Group for the Advancement of Doctoral Education, among others.

Contact Information

[Indiana University School of Social Work](http://www.indiana.edu/~socialwork)
Education/Social Work Building (ES) 4138
902 W. New York Street
Indianapolis, IN 46202
(317) 274-6705
iupui.socialwork.iu.edu

Labor Studies Offices

Indianapolis

Labor Studies Programs—Indiana University—Purdue
University Indianapolis
Education/Social Work Building (ES) 4138
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Indianapolis, IN 46202
Toll Free: 1-800-822-4743
Phone: (317) 274-8340
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Bloomington

Labor Studies Programs—Indiana University Bloomington
Poplars 628
400 E. Seventh Street
Bloomington, IN 47405-3085
Phone: (812) 855-1560

Fort Wayne

Labor Studies Programs—Indiana University—Purdue
University Fort Wayne
Kettler Hall G28
2101 Coliseum Boulevard East
Fort Wayne, IN 46805-1499
Phone: (260) 481-6616

Gary

Labor Studies Programs—Indiana University Northwest
Lindenwood Hall 126
3400 Broadway
Gary, IN 46408-1197
Phone: (219) 980-6825/26

Kokomo

Labor Studies Programs—Indiana University Kokomo
Kelley East 344
2300 S. Washington Street
Kokomo, IN 46904-9003
Phone: (765) 455-9387/88

New Albany

Address requests for the New Albany area/Indiana
University Southeast campus to the Bloomington office.

Richmond

Address requests for the Richmond area/Indiana
University East campus to the Indianapolis office.

South Bend

Labor Studies Programs—Indiana University South Bend
Riverside Hall 128
1700 Mishawaka Avenue
P.O. Box 7111
South Bend, IN 46634-7111
Phone: (574) 520-4595

Courses

In the following course listings, the abbreviation “P” refers to prerequisite and “C” indicates core requisite courses.

This bulletin lists only prerequisite and core requisite social work courses. A list of the specific prerequisite and core requisite courses from the general and supportive area requirements needed for social work courses can be requested from the B.S.W. program office on the campus of your choice. The number of hours of credit given to a course is indicated in parentheses following the course title.

Bachelor of Social Work

The following course listing includes B.S.W. required courses and selected elective courses.

SWK-S 100 Understanding Diversity in a Pluralistic Society (3 cr.)

Theories and models that enhance understanding of our diverse society. This course provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

SWK-S 141 Introduction to Social Work (3 cr.)

Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession and the nature of professional function and interaction.

SWK-S 180 Exploring Child Welfare in Indiana (3 cr.)

Provides a comprehensive overview of the child welfare system, with special emphasis on current child protection and child welfare services in Indiana. Students have the opportunity to explore careers working with children and families in the child welfare system. This course is a service learning course with a required component of a minimum of twenty hours of volunteer work in an identified social service agency in the child welfare system.

SWK-S 200 Introduction to Case Management

(3 cr.) Explores current models of case management. It addresses emerging case manager's functions and roles within the contemporary network of human services. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

SWK-S 221 Human Behavior and Social Environment I: Individual Functioning (3 cr.)

P: S141 or consent of instructor. Understanding of human behavior and the social environment as a basis for social work practice. Focuses on understanding the interaction between person and environment. Coverage of major theories of individual functioning, life cycle development, and the family context. Exploration of inequality, discrimination, and differential access to opportunities for diverse populations.

SWK-S 231 Generalist Social Work Practice I: Theory and Skills (3 cr.)

P or C: S221. Development of a critical understanding of social work practice. It focuses on the beginning phase of the helping process and related skills. Topics include the nature of the helping relationship, NASW Code of Ethics, practice as it relates to oppressed groups, assessment, and practice evaluations.

SWK-S 251 Emergence of Social Services (3 cr.)

P: S141 or consent of the instructor. Examination of the evolution of social services in response to human needs and social problems as related to economic, political, and social conditions.

SWK-S 280 Introduction to Field Experience (1-3 cr.)

P: consent of the instructor. Introductory field experience

for testing interest in a social work career. It is also required for non-social work students pursuing the Case Management Certificate.

SWK-S 300 Computer Technology for Social Workers (3 cr.) Broad overview of computer software applications and Internet and World Wide Web, with an emphasis on their utilization in the social work profession. Ethical and social implications of computer technology for the social work profession, highlighting considerations specific to at-risk populations. Students may use this course to fulfill the computer course requirement or they may take it as an elective.

SWK-S 300 Crisis Intervention (3 cr.) Focuses on the increasing number of complex and painful personal, couple, family, and community crisis situations human service providers encounter in the course of service delivery. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

SWK-S 300 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.) Gay, lesbian, and bisexual (GL&B) people constitute an important presence in American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation is analyzed.

SWK-S 300 Statistical Reasoning in Social Work Practice (3 cr.) Introductory statistics course is designed for students who wish to master some very important tools used by contemporary social work practitioners to better understand the world of practice. The primary purpose of the course is to enable students to gain an understanding of the basic principles that guide statistical reasoning, especially as they relate to making informed decisions about the quantitative aspects of their practice. Students will learn how to collect and organize data, examine it for patterns and relationships, and analyze it for purposes of drawing plausible and defensible conclusions.

SWK-S 300 Global Society: Human, Economic, Social, and Political Issues (3 cr.) The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

SWK-S 300 Working with Families (3 cr.) Exploration of family relationships and roles in the twenty-first century. Examination of challenges encountered by families across the family life cycle. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective. Also available online at IUPUI.

SWK-S 300 Family Life Education (3 cr.) An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements

for the Certificate in Family Life Education. It may also be taken as an elective.

SWK-S 300 Sel Topics in Social Work (3 cr.)

SWK-S 322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.) P: S221.

Examination of the significance of the small group as context and means for social development of individuals and as agent of change in the social environment. Discussion of the individual as a member of a variety of groups, including the family. The course considers the formal organization as a composite of groups.

SWK-S 323 Organization Behavior and Practice within a Generalist Perspective (3 cr.) P or C: S322.

This course provides a theoretical and conceptual foundation on community and formal organizations necessary to social work practice. Topics include conceptual approaches for understanding communities and organizations; community research; institutional discrimination; distribution of community resources; and power and control as they relate to oppressed groups.

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: S231 and S251; P or C: S352; C: S381.

Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes; impact of agency policies and procedures upon practice and resolution of clients' problems; and practice evaluation.

SWK-S 352 Social Service Delivery Systems (3 cr.) P:

S251. Examination of policies, structures, and programs of service delivery systems at local, regional, and national levels with emphasis on relations among such systems as formal organizations. Students acquire knowledge of the policy development process, which helps them establish beginning capacity for policy analysis and policy practice.

SWK-S 371 Social Work Research (3 cr.) P: junior standing. Examination of basic research methods in social work, the relevance of research for social work practice, and the selection of knowledge for use in social work.

SWK-S 381 Social Work Practicum I (4 cr.) P: S231 and S251; P or C: S352; C: S332. Guided field practice experience (12 hours per week) for application of generalist practice concepts and principles and the development of basic practice skills. Students are to intern in a human service organization for a minimum of 240 clock hours, which includes a bimonthly seminar.

SWK-S 400 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.) Gay, lesbian, and bisexual (GL&B) people constitute an important presence in

American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation is analyzed.

SWK-S 400 Global Society: Human, Economic, Social, and Political Issues (3 cr.) The purpose of

this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social

injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

SWK-S 400 Family Life Education (3 cr.) An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

SWK-S 400 Practicum Seminar (1 cr.) P: all junior-level social work courses. C: S433, S472, and S482. Discussion of practice issues as experienced in S482.

SWK-S 400 Special Tpcs in Fields of Prac (1-6 cr.)

SWK-S 433 Community Behavior and Practice within a Generalist Perspective (3 cr.) P: all junior-level social work courses. C: S400, S472, and S482. This course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political, and economic injustice and bring social change.

SWK-S 442 Practice-Policy Seminar in Fields of Practice (3 cr.) 2 courses required P: S433, S472, and S482. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities.

SWK-S 472 Practice Evaluation (3 cr.) P: S371 and all other junior-level social work courses. C: S433 and S482. Develops the knowledge and skills necessary for students to evaluate their own practice with individuals, groups, communities, and organizations. The use of selected software is explored.

SWK-S 482 Social Work Practicum II (5 cr.) P: all junior-level social work courses. C: S433 and S472. Guided field practice experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students are to practice in a human service organization for a minimum of 320 clock hours.

SWK-S 490 Independent Study (1-6 cr.) P: permission of instructor. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

Labor Studies

Advanced Courses

LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.) This course explores the ethical decision-making and behavior in a unionized workplace, based on the values and social justice mission of unions. Students will examine what constitutes ethical standards on issues such as affirmative action, transparency, membership involvement, and democratic procedures. This includes the philosophical and theoretical bases for ethics and discussions on the relationship between law and ethics in dealing with workplace conflict.

LSTU-L 315 The Organization of Work (3 cr.) This course examines how work is organized and how jobs are evaluated, measured, and controlled. It explores social and technical elements of work through theories

of scientific management, the human relations school of management, and contemporary labor process literature.

LSTU-L 320 Grievance Arbitration (3 cr.)

P: Recommended only after L220 or with permission of instructor. This course explores the legal and practical context of grievance arbitration, and its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards are also explored. Students analyze research, prepare, and present cases in mock arbitration hearings.

LSTU-L 330 Global Compar: Exples 3 Conts (3 cr.)

LSTU-L 350 Issues in Collective Bargaining (3 cr.) This course includes readings and discussions on selected problems. A research paper is usually required.

LSTU-L 360 Union Administration and Development (1-3 cr.)

This course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

LSTU-L 370 Labor and Religion (3 cr.) This course examines the relationship between religion and the labor movement as it has developed in the United States over the course of the 19th and 20th centuries. Students will analyze the approach taken by religious institutions concerning workers' issues and assess the tradition in which workers of faith connect to more secular concerns for social and economic justice.

LSTU-L 380 Theories of the Labor Movement (3 cr.)

This course examines various perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution, an agent for social reform, a revolutionary force, a psychological reaction to industrialization, a moral force, and an unnecessary intrusion.

LSTU-L 385 Class, Race, Gender, and Work (3 cr.)

This course provides a historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. It examines union responses and strategies for addressing class, race, and gender issues.

LSTU-L 390 Topics in Labor Studies (3 cr.)

LSTU-L 420 Labor Studies Internship (1-6 cr.) This course applies classroom knowledge in the field. L420 may be repeated for a maximum of 6 credit hours.

LSTU-L 430 Labor Research Methods (3 cr.) This course focuses on the study of research design, methods, techniques, and procedures applicable to research problems in labor studies.

LSTU-L 480 Senior Seminar or Readings (3 cr.)

This course can be used as a classroom seminar or directed reading course. It addresses current issues, historical developments, and other labor-related concerns. Topics may vary each semester.

LSTU-L 490 Topics in Labor Studies (1-3 cr.) This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a

different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

LSTU-L 495 Directed Labor Study (1-6 cr.) This is a variable credit course. L495 may be repeated for a maximum of 6 credit hours. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or internships. Competencies are assessed through written papers, projects, reports, or interviews.

LSTU-L 499 Self-Acquired Competency in Labor Studies (1-15 cr.) See description in this bulletin for a description of self-acquired competency.

Core Courses

The courses are divided between core courses (all 100- and 200-level courses, except L199, L290, and L299) and advanced courses (300-400 level).

LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.) This course includes coverage of historical development, labor law basics, and contemporary issues. It also discusses a survey of labor unions in the United States; focusing on their organization and their representational, economic, and political activities.

LSTU-L 101 American Labor History (3 cr.) This course explores the struggles of working people to achieve dignity and security from social, economic, and political perspectives. It also explores a survey of the origin and development of unions and the labor movement from colonial times to the present.

LSTU-L 104 Labor History (3 cr.) This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussions focus on selective questions and events.

LSTU-L 110 Introduction to Labor Studies: Labor and Society (3 cr.) This course introduces students to the interdisciplinary and advocacy approach of labor studies. Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework.

LSTU-L 190 The Labor Studies Degree (1 cr.) Required for all Labor Studies program majors. This course provides an introduction to the Labor Studies degree and to the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

LSTU-L 199 Portfolio Development Workshop (1 cr.) Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-

acquired competency (SAC) credit. This course applies only as elective credit to labor studies degrees.

LSTU-L 200 Survey of Employment Law (3 cr.) This course explores statutes and common-law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, Social Security, retirement income protection, and privacy and other rights.

LSTU-L 201 Labor Law (3 cr.) This course reviews a survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining, problems in the administration and enforcement of agreements, and protection of individual employee rights.

LSTU-L 203 Labor and the Political System (3 cr.) This course examines federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups.

LSTU-L 205 Contemporary Labor Problems (3 cr.) This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.) This course examines policies and practices that contribute to workplace discrimination and those designed to eliminate it. It explores effects of job discrimination and occupational segregation. It analyzes Title VII, the Americans with Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.

LSTU-L 220 Grievance Representation (3 cr.) This course looks at union representation in the workplace. It evaluates uses of grievance procedures to address problems and administer the collective bargaining agreement. It also explores analyses of relevant labor law and the logic applied by arbitrators to grievance decisions. Students learn about the identification, research, presentation, and writing of grievance cases.

LSTU-L 230 Labor and the Economy (3 cr.) This course analyses aspects of the political economy of labor and the role of organized labor within it. It emphasizes the effect on workers, unions, collective bargaining of unemployment, investment policy, changes in technology and corporate structure. It also explores patterns of union political and bargaining responses.

LSTU-L 240 Occupational Health and Safety (3 cr.) This course reviews elements and issues of occupational health and safety. It emphasizes the union's role in the implementation of workplace health and safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies-in particular the OSHA Act of 1970.

LSTU-L 250 Collective Bargaining (3 cr.) This course emphasizes development and organization of collective bargaining in the United States, including union preparation for negotiations; bargaining patterns

and practices; strategy and tactics; economic and legal considerations.

LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.) This course provides collective bargaining simulations and other participatory experiences in conjunction with L250. L250 is either a prerequisite or a corequisite.

LSTU-L 255 Unions in State and Local Government (3 cr.) This course explores union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.

LSTU-L 260 Leadership and Representation (3 cr.) This course evaluates organizational leadership issues for union, community, and other advocate organizations. It analyzes leadership styles, membership recruitment, and leadership development. It examines the role of leaders in internal governance and external affairs, including committee building, delegation, negotiations, and coalition building.

LSTU-L 270 Union Government and Organization (3 cr.) This course provides an analysis of the growth, composition, structure, behavior, and governmental processes of U.S. labor organizations, from the local to the national federation level. It considers the influence on unions of industrial and political environments; to organizational behavior in different types of unions; and to problems in union democracy.

LSTU-L 280 Union Organizing (3 cr.) This course explores various approaches and problems in private- and public-sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments to committee building and leadership development.

LSTU-L 285 Assessment Project (1 cr.) This is a capstone experience for associate degree students.

LSTU-L 290 Topics in Labor Studies (1-3 cr.) This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

LSTU-L 299 Self-Acquired Competency in Labor Studies (1-15 cr.) See this bulletin for a description of Self-Acquired Competency.

M.S.W. Courses

SWK-S 501 Professional Social Work at the Master's Level: An Immersion (3 cr.) This foundation course provides an overview of social work, including the definition, scope, history, ethics, and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general and the M.S.W. Program, in particular, all within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the M.S.W. Program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their M.S.W. education as well

as develop a commitment to lifelong learning as a part of professional practice.

SWK-S 502 Research I (3 cr.) This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed on knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias.

SWK-S 503 Human Behavior in the Social Environment I (3 cr.) This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the lifespan is included. Students learn to analyze critically micro and macro theories and explore ways in which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well-being and social and economic justice.

SWK-S 504 Professional Practice Skills I (3 cr.) This foundation practice course focuses on basic generalist theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate competent use of the following skills: attending, establishing rapport, reflecting, summarizing, exploring, questioning, contracting, and establishing clear well-formed goals. In this course students will have opportunities to continue learning about themselves and will examine their personal values and any conflict between personal and professional values so the professional practice standards can be upheld.

SWK-S 505 Social Policy Analysis and Practice (3 cr.) This foundation policy course will focus on using several policy analysis frameworks to analyze current social policies and programs both at the state and federal levels and to develop policies that increase social and economic justice. Students will be expected to develop a range of policy practice skills to influence policy development within legislative, administrative, community, political, and economic arenas.

SWK-S 513 Human Behavior and the Social Environment II (3 cr.) This course builds upon S503 and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected.

SWK-S 514 Practice with Individuals, Families and Groups I (3 cr.) This course builds on the practice theories, principles, and skills introduced in S504 to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The

trans-theoretical model of change will be presented, and students will develop skills that will empower individuals and families to engage in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, class, race, and ethnicity.

SWK-S 515 Social Policy and Services II (3 cr.) A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

SWK-S 516 Practice with Organizations, Communities, and Societies II (3 cr.) This course is concerned with helping communities and other social units to empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques.

SWK-S 517 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psycho-social and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

SWK-S 555 Social Work Practicum I (3 cr.) The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing/exploring professional and personal biases,

discussing ethical dilemmas and supervisory issues, and increasing cross-cultural competencies.

SWK-S 600 Elective (3 cr.) Electives Vary in subject matter. Scheduling of these courses will be announced prior to semester registration.

SWK-S 616 Social Work Practice in Schools (3 cr.) This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

SWK-S 618 Social Policy and Services (3 cr.) A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

SWK-S 619 Social Work Practice with Children and Adolescents (3 cr.) This course is designed to develop and broaden student knowledge and skill in direct practice with children and adolescents. Social work practice will be examined within the context of meta-frameworks that include developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. Emphasis will be placed on practice methods including assessment, interviewing, comparative treatment models, and practice with special populations.

SWK-S 623 Practice Research Integrative Seminar I (3 cr.) This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethnicity research.

SWK-S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.) This course is designed to provide practice skills for students working with children and families impacted by abuse, neglect, or family violence. The course is designed to cover the scope, causes, and consequences of child physical, emotional, and sexual abuse and neglect and applications of this knowledge in a wide range of settings that deal with children and families as well as formal child protection services. Students will learn about the dynamics and indicators of maltreatments, etiology of child abuse and neglect, assessing risk, the continuum of intervention from prevention through intervention and future planning, out-of-home placement considerations, and the issues impacting particular oppressed and underserved populations. The focus of this course will be on how to work effectively with clients to achieve the goals of safety, permanency, and well-being.

SWK-S 633 Child Welfare Practice II: Working with Diverse and Transitioning Families (3 cr.) This course will focus on the experiences of children and families in the child welfare system. Content will include interventions with families through all stages of change including preparation for change, separation and loss, the changed family system, reintegration as children transition into a family, and adolescents transitioning into independent living. Content will include the impact on families when the natural cycle of family development is disrupted. Special consideration will be given to various family types including adoptive, foster care, kinship, extended, single parent, multigenerational, and homosexual families. Practice content will emphasize strengths based and family-centered approaches and include knowledge and skill development to help children and families work through their family and personal crisis and grief in a timely manner to achieve permanency for children in safe and nurturing environments within 12 months after separation.

SWK-S 634 Community-Based Practice with Children and Families (3 cr.) This course will examine the development and implementation of a wide range of prevention and intervention strategies provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. The course will explore the community as a resource and discuss strategies of collaboration and advocacy to enhance the well-being of children and families. Issues explored will include services for families and children to prevent out-of-home placement or involvement in other formal child protection/juvenile justice services, such as models of community-building, youth development, and family group conferencing/restorative justice. This course will also provide content on mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, and abuse.

SWK-S 651 Concentration Practicum II (4 cr.) Taken with S652, Practicum III. These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further

explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

SWK-S 652 Practicum III (5 cr.) Taken with S651, Concentration Practicum II. These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

SWK-S 661 Executive Leadership Practice (3 cr.) This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

SWK-S 662 Fiscal Management, Marketing, and Resource Development (3 cr.) This course consists of three modules designed to develop core skills in fiscal management (including issues of budgeting, understanding balance sheets, audits, and theories of accounting); resource development (including fund raising, grant writing, and personnel policies), and marketing for social work leaders.

SWK-S 663 Leveraging Organizations, Communities, and Political Systems (3 cr.) This course focuses on the knowledge and skills essential for understanding, analyzing, and application in organizations, communities, and political arenas. Such knowledge and skills include, but are not limited to organizational theories, structures, and processes; examination and application of rural, urban, and virtual community models, themes and

practices; and understanding and involvement in political, social action, and social change interventions and empowerment practices.

SWK-S 664 Designing Transformational Programs (3 cr.) This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

SWK-S 672 Families, Theories, and Culture (3 cr.) This course is designed to enhance student ability to assess and intervene with families in a culturally sensitive way from a strengths-oriented perspective. It examines the cultural context of families from a multidimensional perspective including race, ethnicity, age, gender, sexual orientation, religion, education, economics, and regional background. This course overviews the major theories of family intervention and discusses how students can apply family theory into practice situations.

SWK-S 673 Couples and Families Interventions I (3 cr.) This course provides in-depth discussion of ways to intervene with individuals on family-of-origin issues, couples at different stages of family development, parents with children at different ages, and the family as part of a larger social context utilizing a strengths perspective.

SWK-S 674 Couples and Family Interventions II (3 cr.) This course emphasizes family interventions on a variety of family challenges often seen in family agencies (substance abuse, violence, physical illness, mental illness, family life cycle disruption, etc.). The course reviews assessment and intervention strategies and how to build skills with a variety of family issues.

SWK-S 680 Special Social Work Practicum (1-9 cr.) An educationally directed field experience in addition to the required practicum courses.

SWK-S 682 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

SWK-S 683 Community-Based Practice in Mental Health and Addiction (3 cr.) Students enrolled in this

course examine a wide range of community-based services provided for people with severe mental illness and/or severe addiction problems. Special attention is given to strength-based, client-driven, and evidence-based practice models. Content includes community-based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competency, organizational and financial factors, and other relevant policy and practice issues.

SWK-S 685 Mental Health and Addictions Practice with Individuals and Families (3 cr.) Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence-based, best practice approaches for service for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issues.

SWK-S 686 Social Work Practice: Addictions (3 cr.) The purpose of this course is to provide learners with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the values, knowledge, and skills characteristic of addictions practice. The course assists students to develop a multidimensional understanding of prevention, intervention, and treatment needs of diverse populations and associated social work practice principles, methods, and skills. Students explore the relationships between and among addiction and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of addiction problems.

SWK-S 687 Mental Health and Addiction Practice with Groups (3 cr.) Students enrolled in this course develop professional knowledge and skills for group work services to persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults, and families in groups that are therapeutic, growth producing, and life enhancing. Students examine a number of theoretical perspectives,

including cognitive behavioral, communications, behavioral, and interpersonal approaches.

SWK-S 690 Independent Study (1-6 cr.) An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available. (In order to enroll in S690, approval from an academic advisor and the director of the M.S.W. Program is required.)

SWK-S 692 Health Care Practice I (3 cr.) This course will focus on the role of the social worker in a health care setting. Issues such as team building, professional identity, patient advocacy, ethics, and managed care will be addressed. Also, the impact of health care payment sources and health care choices for patients will be explored.

SWK-S 693 Health Care Practice II (3 cr.) This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics, and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) will be addressed.

Ph.D. Courses

In addition to the required courses listed below, all students must complete a minimum of 12 credit hours outside the School of Social Work related to their area of specialization. All students enroll for 6 elective credits, which may be taken within or outside the School of Social Work with the approval of the student's advisory committee.

SWK-G 901 Advanced Research (6 cr.)

SWK-S 700 Integrative Seminar (3 cr.) P: completion of specialization requirements, or consent of instructor. This seminar is scheduled at the conclusion of the didactic component of the program and is intended to provide an opportunity for students to examine within the context of a social work perspective the relevant research and practice issues that have emerged as a consequence of having participated in an educational program that includes content taken both within and outside the School of Social Work.

SWK-S 710 Social Work Theories of Human and Social Behavior (3 cr.) This seminar focuses on the converging forces that have shaped the development, dissemination, and utilization of the human behavior knowledge base of social work. It specifically examines the social and behavioral science theory and research that provide the foundation for social work practice across a variety of system levels.

SWK-S 718 Intermediate Statistics for Social Work (3 cr.) Students will learn selected parametric and non-parametric statistics to examine research problems. Included in the learning process are hand computations of statistics, development of skills in using a comprehensive computer statistics package, and selection of statistical techniques based on levels of measurement and analyses of the assumptions of statistics.

SWK-S 720 Philosophy of Science and Social Work (3 cr.) This course examines the nature and sources of social work knowledge and considers a range

of epistemological issues involved in the selection, development, evaluation, and use of knowledge for social work.

SWK-S 721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 cr.) This course prepares doctoral students for academic scholarship. Topics include expectations and standards for scholarly discourse, critical and analytic thinking skills, logical argument, scholarly writing publication, and the development of a research agenda. Web-based peer and instructor review of successive drafts of writing assignments culminate in a synthesized review of literature.

SWK-S 724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.) This course prepares doctoral students to effectively and competently teach social work courses. Content includes teaching philosophies; curriculum and syllabus development; teaching methods; technology related to teaching; assessment, testing, and evaluation of students; and research related to teaching.

SWK-S 725 Social Work Research Internship (6 cr.)

P: S720, S721, a foundation statistics course, and at least one of the following: S710, S730, or S740. This supervised field internship provides practical experience in conducting research relevant to social work practice. Students participate in a new or ongoing faculty-supervised research project involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports. May be registered for up to three times.

SWK-S 726 Advanced Social Work Research:

Qualitative Methods (3 cr.) This course provides an opportunity for students to initiate a research project using qualitative research methods. Topics covered will include developing the research question, exploring the literature, writing an interview guide, interviewing, analyzing data, computer analysis, writing reports, subjectivity and bias, ethics, role of theory, trustworthiness, and audits.

SWK-S 727 Advanced Social Work Research:

Quantitative Methods (3 cr.) This course on quantitative research explores the similarities and differences in the various research methods and provides an opportunity to formulate and test a research question. Students will formulate and refine a research question based on interest and a thorough review of the literature. They will learn how to choose an appropriate design for answering testable problems, questions, or hypotheses. The role of theory, fundamentals of sampling, the role of informants, and steps of preparatory work will be explored. Students will generate, test, and refine interview questions or instruments appropriate to their chosen design. They will identify potential funding opportunities and current research through online data searches. Computer demonstrations and experiential computer exercises will expose students to research software and available databases. At the conclusion of the semester, students will have developed a research proposal and field tested their data collection instruments.

SWK-S 728 Advanced Statistics for Social Work (3 cr.)

Students in this course learn how to evaluate statistical assumptions and select, compute, and substantively interpret a variety of multivariate statistics, using SPSS

(Statistical Package for the Social Sciences) to analyze actual social work research data. Online resources, Web-based materials, and model applications of the statistics support students' learning.

SWK-S 730 Pro-seminar on Social Work Policy Analysis (3 cr.) This seminar focuses on the development and application of analytical tools necessary to critically examine and evaluate social policy theory and research germane to social work, including the values and ideologies that under gird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schema for diverse populations.

SWK-S 740 Social Work Practice: Theory and Research (3 cr.) This seminar provides students opportunities to refine the knowledge, skill, and judgment necessary for competent analysis and evaluation of various aspects of social work practice. During the seminar, students conduct an intensive analysis of the effectiveness of practice services to a distinct at-risk population affected by a contemporary social problem.

SWK-S 790 Special Topics in Social Work Practice, Theory, and Research (1-3 cr.) P: approval by appropriate instructor. This course provides students with an opportunity to engage in focused study of a substantive area of social work practice directly related to the student's identified area of theoretical and research interest. It is completed with the approval and under the guidance of a member of the Ph.D. faculty.

SWK-S 791 Integrative Seminar I (1.5 cr.) This course acquaints incoming doctoral students with campus resources for graduate students and with the expectations for doctoral education, including the policies, procedures, and academic standards of the Graduate School and of the School of Social Work. Students register for this seminar in their first semester.

SWK-S 800 Ph.D. Dissertation Research (12 cr.) Students must be continually registered for dissertation credits every Fall and Spring semester once they are admitted to candidacy up to a total of 12 credits of S800. Students do not need to register for dissertation credits in the summer unless they graduate in the summer. You are considered graduated when you deposit your final bound dissertation with the Graduate School.

Undergraduate Programs

- Bachelor of Social Work
- Bachelor of Science in Labor Studies

Academic Policies

It is the responsibility of the student to be aware of all published academic regulations online or in the Labor Studies bulletin.

Grades

Division of Labor Studies instructors may assign plus and minus grades. Letter grades carry the following grade points:

A & A+	4.0
A-	3.7

B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Grade Point Average

Grade point averages (GPAs) are computed by multiplying the grade points for the letter grade received by the number of credit hours for each course, adding these points, then dividing by the total credit hours. The GPA of a student who has earned a C+ and a B, each in 3 credit hour courses, would be computed as follows:

$$(2.3 \times 3) + (3.0 \times 3) = 15.9$$

$$15.9 \div 6 \text{ (credit hours)} = 2.65 \text{ GPA}$$

Incompletes

A grade of incomplete can be granted and noted on the final grade report by the instructor when 1) a substantial portion of the course work has been satisfactorily completed, 2) the course work is of passing quality, 3) and the student is experiencing some hardship that would render the completion of course work unjust to hold them to the time limits previously established. If the terms of the Incomplete contract are not met by the student, the instructor will assign the original grade.

Course Withdrawals

Students who discontinue a class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes. Poor performance in a course is not grounds for a late withdrawal. Because periods and deadlines for withdrawal from courses may vary by campus and/or school, students should check with the current campus Schedule of Classes to verify deadlines and procedures.

Withdrawal forms will not be processed by the Office of the Registrar after the last day of classes. Any request for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, the program does not permit a student to withdraw from a course if he/she has completed the course requirements.

Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the Labor Studies Office, the Office of the Registrar, or use the e-drop option if available on the campus of enrollment.

Retaking Courses Previously Failed—FX Policy

Undergraduates who have retaken a previously failed course may, upon requesting implementation of the FX policy, have only the second grade in that course counted in the determination of their grade point average. The student's transcript records both grades; the original grade is marked FX. The total number of FX credit hours allowed may vary by campus. Check with your advisor.

Pass/Fail Option

Participants who are working toward a bachelor's degree and are in good standing (not on academic probation) may take up to eight elective courses on a Pass/Fail basis (no letter grade assigned). A Pass/Fail course may not be used to satisfy any of the area requirements. Pass/Fail courses may, however, be used to meet the 300- to 400-level course requirements.

Academic Standing

The completion of 0 to 25 credit hours signifies freshman class standing; 26 to 55 credit hours, sophomore; 56 to 85 credit hours, junior; and 86 or more credit hours, senior class standing.

Dean's List

All undergraduate students majoring in labor studies and achieving a 3.5 grade point average (GPA) or higher during a fall or spring semester, are placed on the Dean's Honor List. Part-time students will be placed on the list if they achieve a 3.5 GPA or higher, for at least 6 consecutive credit hours. These honor students will receive letters from the dean recognizing their meritorious efforts.

Graduation

Degrees are awarded every May, August, and December (conferral times vary by campus). Participants expecting to graduate must file written notice of intent, citing the degree and expected date of graduation, with the appropriate Labor Studies Program at least three months prior to graduation.

Graduation with Honors

Participants who complete a minimum of 30 credit hours for the Associate of Science in Labor Studies or 60 credit hours for the Bachelor of Science in Labor Studies at Indiana University will graduate with honors if they attain the appropriate grade point averages. On most campuses, an average GPA of 3.90 or higher is recognized with highest distinction, 3.75 to 3.89 with high distinction, and 3.50 to 3.74 with distinction. No more than 10 percent of a class can graduate with honors.

Confidentiality of Student Records

All student records are kept in the strictest confidence. Please refer to the Code of Student Rights, Responsibilities, and Conduct: <http://www.iu.edu/~code/iupui/index.shtml>.

Cheating and Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or

- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
- Please check the Code of Conduct (<http://www.iupui.edu/code/#page>) for further information.

Academic Probation

Students are automatically placed on academic probation when their cumulative GPA falls below a 2.0 for 12 consecutive credit hours. Students are removed from probationary status when their GPA, for 12 credit hours, increases to at least 2.0. If the cumulative GPA continues to be below 2.0 students will remain in probationary status.

They remain in this status for another 12 consecutive credit hours of course work; during which time the GPA must be raised to at least 2.0. If after two consecutive semesters a student's GPA is still below a 2.0, the student will be dismissed from the university.

Students admitted on a provisional basis may be dismissed if they fail to achieve a minimum GPA of 2.0 during the first 12 credit hours of course work. Students may also be dismissed from the program for failure to comply with any other academic requirements stipulated by the program to remove the probational status.

Dismissal

The dismissal procedures from the program will follow each campus specific guidelines. The Labor Studies Program reserves the right to dismiss students from the program based on program dismissal policies.

Bachelor of Science in Labor Studies

With 60 years of leadership in Labor Studies and labor education, Indiana University continues to pioneer innovative and quality education. The Labor Studies Program educates students - with special emphasis on adult learners and workers - on work, the workplace, organized labor, and the changing effects of global economic markets. The program prides itself on being not only a locally but nationally and internationally recognized, interdisciplinary, labor education program housed in the School of Social Work as of July 1st, 2007.

The credit courses are offered at all eight Indiana University campuses and worldwide via the Internet.

The program prepares students and workers to assume leadership roles in labor organizations and their communities. Labor Studies is designed to serve all constituencies with a strong commitment to help working adults gain access to university-level education. The Labor Studies faculty members bring academic expertise and valuable union experience to their instruction. They are committed to continue the strengthening of the Labor Studies Program to make it the best it can be. The program offers online and face-to-face courses to fulfill requirements for Certificate, Associate, and Bachelor of Science degrees in Labor Studies. The program offers a selected number of graduate courses.

Labor Studies is interdisciplinary; it draws from the fields of communication, economics, industrial relations, history, law, philosophy, political science, and sociology. The program integrates these disciplines in order to study work, the work process, workers' lives and experiences; to understand the needs and questions facing labor in unions and labor organizations.

The Labor Studies Program educates current and future workers with the essential knowledge and skills 1) to strengthen the labor movement, 2) to advance trade unionism, 3) and to achieve workers rights and equity; central to the development of democratic institutions nationally and around the world.

The Labor Studies Program is a fully accredited program offering the following for-credit options:

- Bachelor of Science in Labor Studies
- Associate of Science in Labor Studies
- Certificate in Labor Studies
- Minor in Labor Studies

Students who demonstrate competency in one or more specific areas may apply to receive credit for prior learning. Labor Studies also offers a large selection of noncredit courses and programs tailored to the interests and needs of working people and their unions.

This program has distinguished alumni that hold positions of leadership around the country, including union president, bargaining committee chairperson, education director for an international union, director of organizing, union staff representative, occupational health and safety inspector, labor journalist, labor lawyer, labor educator, National Labor Relations Board staff member, executive director of a nonprofit organization, and community organizer.

Education Requirements for B.S. in Labor Studies

Required Areas of Learning

The following are representative subjects in the three major required areas of learning:

Arts and Humanities

- Afro American Studies
- Classical Studies
- Comparative Literature
- English
- Fine Arts
- Folklore and Ethnomusicology
- History
- History and Philosophy of Science
- Journalism
- Languages
- Music
- Philosophy
- Religious Studies
- Speech and Communication
- Theatre and Drama

Science and Mathematics

- Astronomy
- Biology
- Chemistry
- Computer Science
- Geological Sciences
- Mathematics
- Physics
- Psychology
- Zoology

Social and Behavioral Sciences

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science
- Psychology
- Social Work
- Sociology

For the A.S. and B.S. in Labor Studies, courses within each major area must be in at least two different subjects.

Financial Aid Programs

The Gerald Bepko Education Assistance Fund provides financial assistance for tuition to students based on need.

Funding can be applied to credit and noncredit courses and is available to full-time and part-time students. Students applying for assistance for credit courses must be majors in the Labor Studies Program.

Other financial aid opportunities are available.

Contact the IUPUI Office of Student Financial Aid Services at (317) 274-4162 or visit <http://www.iupui.edu/~finaid/>.

Contact the Office of Student Scholarships at (317) 278-1795 or visit www.iupui.edu/~scentral.

Labor Studies

Admissions Requirements

All prospective applicants must 1) possess a high school diploma or a General Education Development (GED) certificate, 2) apply to the university campus of their choice (requires a one-time, non-refundable application fee of \$50.00), 3) complete a labor studies application form, and 4) have a minimum of a 2.0 GPA. In addition to the above requirements, international applicants must 1) complete an International Student Application form, and 2) contact the nearest International Office on the IUPUI, Bloomington, or South Bend campuses for specific application details pertaining the completion of all necessary documentation. Please visit the labor studies website (<http://www.labor.iu.edu/>) for a copy of the LS application form and link to the IUPUI application form.

Electives

Any course offered by IU fulfills elective requirements.

Students are encouraged to focus their elective course work in related subjects to complete a minor concentration.

Grades

An overall minimum grade point average of 2.0 (a C average) must be maintained. Course grades of D or lower in LS courses or in courses under "Required Areas of Learning" do not count toward the LS degree but are accepted as electives.

Labor Studies Online

Labor Studies offers online courses and degrees to meet the needs of students seeking distance education opportunities. With the wide array of online course offerings, it is possible for students to fulfill degree requirements for all Labor Studies degrees entirely online.

Labor Studies Online courses are designed to be flexible and are very similar to classroom courses in content and workload. As in a classroom, online students complete readings and other assignments and then discuss them with their instructor and classmates. The difference is that these discussions take place completely online through the IU Oncourse system (oncourse.iu.edu).

Labor Studies Online courses include students from all eight IU campuses and are available to students 24 hours a day, seven days a week.

The Labor Studies Online faculty includes IU campus-based Labor Studies faculty and nationally and internationally known instructors. The Labor Studies program offers students opportunities to study online with authors like Michael Yates, economist and author of *Why Unions Matter*.

Students enroll in Labor Studies Online classes the same way they enroll in classroom courses—through the Office of the Registrar at an IU campus. Faculty advisors provide guidance to Labor Studies Online students throughout their course of study. The tuition and fees for online classes are the same as for traditional classroom courses.

Other Degrees and Minors

For the Bachelor of Science in Labor Studies, students must earn 30 credit hours in 300- and 400-level courses, and at least 12 of these 30 credit hours must be earned in Labor Studies courses. At least 24 credit hours must be earned from Indiana University. No more than 21 credit hours may be earned within a single subject other than labor studies. Credits earned through prior learning, DANTES (Defense Activity for Nontraditional Education Support), and CLEP (College-Level Examination Program) cannot be applied to these requirements. Please consult with your advisor about how best to meet the requirements in the three required areas of learning outside the Labor Studies program, as these requirements may vary by campus.

For the Associate of Science in Labor Studies, at least 12 credit hours must be earned from Indiana University. No more than 15 credit hours may be earned within a single subject other than labor studies.

A minor in labor studies requires the completion of 15 credit hours in Labor Studies courses. Course requirements vary by campus and the school of your major. Contact the Labor Studies Office on your campus for further information.

Credit Hour Requirements

Bachelor of Science - 120 total credit hours

- Core Courses - 15 hours
- Additional Labor Studies Requirements - 27 hours
- Arts and Humanities - 12 hours**
- Science and Math - 15 hours***
- Social and Behavioral Sciences - 12 hours****
- Additional Credit Hours* - 12
- Electives - 27 hours

Associate of Science - 60 total credit hours

- Core Courses - 15 hours
- Additional Labor Studies Requirements - 12 hours
- Arts and Humanities - 12 hours**

- Science and Math - 6 hours*****
- Social and Behavioral Sciences - 9 hours****
- Additional Credit Hours* - 0 hours
- Electives - 6 hours

Certificate - 30 total credit hours

- Core Courses - 15 hours
- Additional Labor Studies Requirements - 3 hours
- Arts and Humanities - 3 hours
- Science and Math - 3 hours
- Social and Behavioral Sciences - 3 hours
- Additional Credit Hours* - 3 hours
- Electives - 0 hours

Minor - 15 total credit hours in Core Courses

*Courses must be from one of the three required areas of learning. Arts & Humanities; Physical Sciences and Mathematics; Social and Behavioral Sciences.

**ENG W131 and one additional writing course required.

***One computer course required.

****One course in economics required. L230 meets requirement.

*****One computer course recommended.

Self-Acquired Competency

Self-Acquired Competency (SAC) can be awarded for learning gained outside of the university setting, such as learning derived from union activities. Students must demonstrate and document that their learning is equivalent to college-level material. To be considered for SAC, students must:

- Be admitted to the Labor Studies Program and have successfully completed four Labor Studies credit hours before applying for SAC.
- Be in good academic standing.
- Prepare an extensive portfolio under the guidance of a faculty member.
- Be interviewed and approved by two Labor Studies faculty.
- Pay tuition for the academic credit awarded.

Credit for Prior Learning

Students entering the Labor Studies Program may be awarded academic credit for previous college-level learning and life experience. The general guidelines for awarding credit for prior learning are as follows:

Bachelor of Science Degree

Up to 30 credit hours may be awarded for Self-Acquired Competency in courses such as the following:

- Collective Bargaining
- Grievance Representation
- Leadership and Representation

Associate of Science Degree

Up to 15 credit hours may be awarded for Self-Acquired Competency.

Applying Credit for Prior Learning

Military or law enforcement training may count for up to 6 credit hours upon submitting the proper documentation.

The College Level Examination Program (CLEP) can be taken in a variety of subjects. Credits will be awarded to students based on Indiana University guidelines.

Several non-collegiate educational programs, which appear in The National Guide to Educational Credit for Training Programs, will be seriously considered.

Previously awarded credits within the IU system is honored by the Labor Studies Program.

Transfer of Credit

Credit earned at other institutions will be evaluated by the appropriate Indiana University admissions office. If the course work is in the field of Labor Studies, it will be evaluated by the Labor Studies Program.

Union Education Program

The Labor Studies program offers the Union Education Program (UEP); an extensive noncredit program offering workshops, short courses, and conferences that emphasize the development of union skills. UEP courses, scheduled to suit the needs of local unions and Central Labor Councils, often meet on Saturdays for three to eight consecutive weeks and are held in union halls and on IU campuses.

The LS program offers a variety of UEP courses and can design a course to meet specific unions' needs. Some of the course offerings include:

- Arbitration
- Collective Bargaining
- Contract Campaigns
- Family and Medical Leave Act
- Grievance Handling/Steward Training
- Indiana Workers' Rights
- Labor Law
- Legal Rights of Union Stewards
- Mobilizing the Membership
- Occupational Safety and Health
- Researching a Company/Employer
- Union Officers' Training
- Workers' Compensation

The UEP does not have admission requirements, tests, or grades. Courses are tailored to meet the needs of local or international unions, with enrollments limited to the contracting union. Contact the IU campus nearest you to inquire about the UEP. Participants who complete 150 hours in the UEP are awarded a Certificate of Recognition.

Bachelor of Social Work

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. equips the practitioner to work with people who are encountering problems related to personal or social circumstances. In addition, highly qualified graduates may apply for advanced standing to the Indiana University School of Social Work or other M.S.W. programs nationwide.

Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. graduates of IU are eligible to apply

for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana State Health Professions Bureau designates the B.S.W. graduate a Licensed Social Worker (L.S.W.). The Bachelor of Social Work Program is offered at the Indianapolis (IUPUI), Bloomington, and Richmond (IU East) campuses. A limited number of social work courses are offered on the Columbus and Kokomo campuses.

Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses.

For specific information regarding the B.S.W. Program, contact the appropriate campus:

B.S.W. Program
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: socialwork.iu.edu

School of Social Work
Indiana University
1127 E. Atwater Avenue
Bloomington, IN 47401-3701
Phone: (812) 855-4427
Web site: socialwork.iu.edu

Human Services Program and B.S.W. Program
Indiana University East
2325 Chester Boulevard
Richmond, IN 47374-1289
Phone: (765) 973-8222
Web site: socialwork.iu.edu

Certificates

The School of Social Work offers two certificates: a Certificate in Case Management at the undergraduate level and a Certificate in Family Life Education at the undergraduate and graduate levels. Both certificates are open to social work and non-social work students.

The requirements for the Certificate in Case Management are as follows:

- S200 Introduction to Case Management
- S221 Human Behavior and Social Environment I: Individual Functioning
- S231 Generalist Social Work Practice I: Theory and Skills
- S251 Emergence of Social Services
- S300 Crisis Intervention
- S332 Generalist Social Work Practice II: Theory and Skills
- S371 Social Work Research
- S381 Social Work Practicum or S482 Social Work Practicum II (or S280 for non-social work students)
- S442 Practice Policy Seminar in Field of Practice: Case Management

The requirements for the Certificate in Family Life Education at the undergraduate level are as follows:

Each of the following courses (15 cr.):

- S221 Human Behavior and Social Environment I: Individual Functioning
- S300 Working with Families
- S300/S400 Family Life Education
- S371 Social Work Research
- S490 Teaching Approaches to Family Life Education (by permission only)

Select one of the following (3 cr.):

- F255 Human Sexuality
- R320 Sexuality and Society

Select one of the following (3 cr.):

- L100 Personal Law
- S442 Practice-Policy Seminar in Fields of Practice: Children and Family

For further information, please contact Katrina Brown at kbrown@iupui.edu or by phone at (317) 274-8359.

Education Requirements for B.S.W.

A total of 122 credit hours is required for the B.S.W. degree. In addition to School of Social Work requirements and electives, the following are general liberal arts requirements:

General Requirements (8 courses)

English Composition (2 courses)

- ENG W131 Elementary Composition I
- ENG W231 Professional Writing Skills

Modern American History

- HIST H106 American History II

Two courses designated arts and humanities from the following departments:

- Afro-American Studies
- American Sign Language
- Communications and Theatre
- English (excluding the basic composition course)
- Fine Arts
- Folklore
- Foreign Languages and Cultures (100 level and above)
- History
- Music (non-performance courses)
- Philosophy
- Religious Studies
- Women's Studies

Human Biology (1 course)

- One course in human biological sciences

Mathematics and Physical Sciences (2 courses)

- Computer Science. (On the IUPUI campus, it is strongly recommended that students take SWK S300 Computer Technology for Social Work.)

Select one course from the following departments:

- Astronomy
- Chemistry
- Geology

- Mathematics (110 or higher)
- Physical Geography
- Physics
- Statistics (strongly recommended)

Supportive Area Requirements

(6 courses)

1. ANTH A104 Cultural Anthropology
2. ECON E101 Survey of Current Economic Issues and Problems, E201 Introduction to Microeconomics, or E202 Introduction to Macroeconomics
3. POLS Y103 Introduction to American Politics
4. PSY 300-level psychology course
5. PSY B104 Psychology as a Social Science
6. SOC R100 Introduction to Sociology

Social Work Requirements (17 courses)

- S100 Understanding Diversity in a Pluralistic Society (3 cr.)
- S141 Introduction to Social Work (3 cr.)
- S221 Human Behavior and Social Environment I: Individual Functioning (3 cr.)
- S231 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S251 Emergence of Social Services (3 cr.)
- S322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.)
- S323 Organization Behavior and Practice within a Generalist Perspective (3 cr.)
- S332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
- S352 Social Service Delivery Systems (3 cr.)
- S371 Social Work Research (3 cr.)
- S381 Social Work Practicum I (4 cr.)
- S400 Practicum Seminar (1 cr.)
- S433 Community Behavior and Practice within a Generalist Perspective (3 cr.)
- S442 Practice-Policy Seminar in Fields of Practice (2 courses, 3 cr. each)
- S472 Practice Evaluation (3 cr.)
- S482 Social Work Practicum II (5 cr.)

Selected Educational Policies

For continuance in and graduation from the program, students are required to: (1) maintain a minimum cumulative GPA of 2.5 in all letter-graded courses, (2) attain a minimum grade of C (2.0) or satisfactory in each required social work course, and (3) carry out professional activity in conformity with the values and ethics of the profession.

In the event of failure to meet such requirements, students will be ineligible to continue the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning, including the right to petition for administrative review. Detailed descriptions of student continuation policies are in the *B.S.W. Student Handbook*.

Repeated Courses The School of Social Work faculty has approved a course of action where lower than acceptable grades attained must be repeated or substituted with a comparable social work course. Required social work courses may be repeated only after the student is reinstated in the program with permission from the school.

Incompletes Instructors at Indiana University School of Social Work follow closely the University policy regarding the assignment of grades of Incomplete [I]. An Incomplete may be assigned by an instructor when exceptional circumstances, such as an illness, injury, or a family emergency prevent a student from finishing all the work required for the course. Instructors may award the grade of Incomplete only when due to such hardship would render it unjust to hold the student to the time limits previously set. Furthermore, the grade of Incomplete may be given only when the student has completed three-fourths of the semester with course work of passing quality.

The instructor, on a case-by-case basis, evaluates incompletes. The grade of Incomplete (I) will be changed to a grade by the instructor of record, based upon the contract devised by the course instructor and approved by the BSW Program Director.

If the terms of the Incomplete contract are not met by the student, the instructor will assign the original grade.

Pass/Fail Grades Students can take a maximum of four non-social work elective courses as Pass/Fail. All general requirements and supportive area requirements need a letter grade. All required social work courses receive a letter grade, except for S482 Practicum II, which is graded as Satisfactory/Fail.

Liability Insurance Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

Credit for Life Experience Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

Bachelor of Social Work Admissions Requirements

Enrollment in the B.S.W. Program requires formal admission to the IU School of Social Work. The following are the minimum requirements for consideration for admission to the program:

1. Regular admission to the university.
2. Completion of a minimum of 12 credit hours.
3. Satisfactory completion (grade of C or higher) of the required course S141 Introduction to Social Work.
4. A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
5. Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in S141 Introduction to Social Work.

The B.S.W. Program uses a rolling admissions policy. To allow the admissions committee sufficient time to consider a student for admittance the following semester, students are advised to submit their completed applications one month prior to the end of a university semester. Applications submitted less than one month prior to the end of the semester cannot be guaranteed consideration before the next semester begins.

Admission information may be obtained from:
B.S.W. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: <http://iupui.socialwork.iu.edu/>
E-mail: kabrown@iupui.edu

Student Learning Outcomes

Social Work

- Bachelor of Social Work (BSW)
- Certificate in Case Management
- Certificate in Family Life Education

Labor Studies

Bachelor of Social Work (BSW)

The Student Learning Outcomes for the BSW degree program are derived from the Council on Social Work Education's (CSWE) competencies and specific practice behaviors required for professional social work practice at the Bachelor's level, as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008).

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

1. Students advocate for client access to the services of social work.
2. Students practice personal reflection and self-correction to assure continual professional development.
3. Students attend to professional roles and boundaries.
4. Students demonstrate professional demeanor in behavior, appearance, and communication.
5. Students engage in career-long learning.
6. Students use supervision and consultation.

Competency #2: Apply social work ethical principles to guide professional practice.

1. Students recognize and manage personal values in a way that allows professional values to guide practice.
2. Students make ethical decisions by applying standards of the National Association of Social Work Code of Ethics and, as applicable, of the International Federation of Students/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
3. Students tolerate ambiguity in resolving ethical conflicts.

Competency #3: Apply critical thinking to inform and communicate professional judgments.

1. Students apply strategies of ethical reasoning to arrive at principled decisions.
2. Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

3. Students analyze models of assessment, prevention, intervention, and evaluation.
4. Students demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency #4: Engage diversity and difference in practice.

1. Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Students recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. Students view themselves as learners and engage those with whom they work as informants.

Competency #5: Advance human rights and social and economic justice.

1. Students understand the forms and mechanisms of oppression and discrimination.
2. Students advocate for human rights and social and economic justice.
3. Students engage in practices that advance social and economic justice.

Competency #6: Engage in research-informed practice and practice-informed research.

1. Students use practice experience to inform scientific inquiry.
2. Students use research evidence to inform practice.

Competency #7: Apply knowledge of human behavior and the social environment.

1. Students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Students critique and apply knowledge to understand person and environment.

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.

1. Students analyze, formulate, and advocate for policies that advance social well-being.
2. Students collaborate with colleagues and clients for effective policy action.

Competency #9: Respond to contexts that shape practice.

1. Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
2. Students provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Competency #10(a): Engage with individuals, families, groups, organizations and communities.

1. Students substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Students use empathy and other interpersonal skills.
3. Students develop a mutually agreed-on focus of work and desired outcomes.

Competency #10(b): Assess with individuals, families, groups, organizations and communities.

1. Students collect, organize, and interpret client data.
2. Students assess client strengths and limitations.
3. Students develop mutually agreed-on intervention goals and objectives.

Competency #10(c): Intervene with individuals, families, groups, organizations and communities.

1. Students select appropriate intervention strategies.
2. Students initiate actions to achieve organizational goals.
3. Students implement prevention interventions that enhance client capacities.
4. Students help clients resolve problems.
5. Students negotiate, mediate, and advocate for clients.

Competency #10(d): Evaluate with individuals, families, groups, organizations and communities.

1. Students facilitate transitions and endings.
2. Students critically analyze, monitor, and evaluate interventions.

Social Work Certificates

Certificate in Case Management

Upon completion of this certificate program, students will:

1. Practice personal reflection and self-correction to assure continual professional development.
2. Demonstrate professional demeanor in behavior, appearance, and communication.
3. Use supervision and consultation to enhance case management practice.
4. Demonstrate practice which embraces values and ethical consideration in the provision of case management.
5. Demonstrate effective oral and written communication in working with individuals and families.
6. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
7. Identify the forms and mechanisms of oppression and discrimination and demonstrate how they impact the practice of case management.
8. Advocate for human rights and social and economic justice in the role of a case manager.
9. Critique and apply knowledge to understand person and environment as a case manager.
10. Apply knowledge about case management including current models & perspectives with individuals and families.
11. Apply case management research in practice.
12. Demonstrate an understanding of the public policy context in which case management takes place.

13. Substantively and affectively prepare for action with individuals & families.
14. Demonstrate empathy and other interpersonal skills.
15. Collect, organize, and interpret client data.
16. Assess client strengths and limitations.
17. Identify and utilize case management interventions to address clients' problems.
18. Facilitate transitions and endings.
19. Critically analyze, monitor, and evaluate interventions.

Certificate in Family Life Education

Upon completion of this certificate program, students will:

1. Understand the social institution of the family and its relationship to other institutions.
2. Understand and identify family strengths and deficits.
3. Understand and identify how family members relate to one another.
4. Understand the developmental changes of individuals in families throughout the life span.
5. Recognize and communicate their understanding of the importance of difference in shaping life experiences of families and their individual members.
6. Identify the physiological, psychological and social aspects of sexual development throughout the life span, so as to promote and achieve health sexual development.
7. Apply knowledge about family life education including current models & perspectives for practice in a variety of settings./li>
8. Understand teaching and learning processes to facilitate family life education in a variety of settings.
9. Apply research in the development of family life education teaching tools.
10. Demonstrate effective oral and written communication in working with others in the practice of family life education.
11. Demonstrate an understanding of the public policy context in which family life education takes place.

Labor Studies

The following Student Learning Outcomes for the Department of Labor Studies are currently under review and are pending faculty approval.

These SLOs apply to all Labor Studies programs.

1. Apply knowledge of labor and working class movements from a global perspective.
2. Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others.
3. Analyze the impact of globalization on working class and diverse groups.
4. Analyze how global issues affect local, regional, and national labor markets.
5. Apply strategies of advocacy and social change and related skills to strengthen the labor movement.
6. Demonstrate the values and conduct of social and economic justice.

7. Demonstrate knowledge and skills to effectively advocate for the well being of the working class and their organizations.
8. Apply critical thinking skills and the process of inquiry to advance working class and social movement causes.
9. Assess the role of liberal arts in bringing justice and equality to working people.
10. Demonstrate commitment and skills to continue education and lifelong learning in an ever-changing world of work.
11. Demonstrate commitment and skills to become agents of change to promote a just and equitable world of work.

Admissions

- Ph.D. in Social Work
- Master of Social Work

Master of Social Work

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and practice work. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency through previous academic work, professional achievements, and volunteer commitments. A strong commitment to social justice and service to others should be evident in the application.

Enrollment in the M.S.W. Program requires official admission to the Indiana University School of Social Work.

A limited number of students are admitted each year. The following items are the minimum requirements for consideration for admission:

1. An earned bachelor's degree from an accredited college or university.
2. Evidence of course work in liberal arts.
3. Successful completion of a minimum of six courses in social or behavioral sciences, as defined in the application packet.
4. Successful completion of a course in statistics.
5. An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale for the final 60 credit hours (90 quarter hours).
6. Submission of the completed application packet by the due date.

Applications are available in early fall of the year preceding admission. Information pertaining to the deadlines, requirements, and program details can be found in the application packet. Applicants can apply to only one location and one specific program. All applicants are encouraged to submit applications as soon as possible and well before the final application priority date. The M.S.W. admissions committee will make all decisions and notify students in early spring. Applications are evaluated on the basis of the six criteria outlined above. Admission is competitive and the instructional resources of the school determine total enrollment.

International Students/International Degrees Applicants who are not citizens of the United States should apply as early as possible preceding the fall in which they wish to enter. They must fill out the international application and the Indiana University School of Social Work application

by the posted deadlines. They also must provide proof of their ability to pay fees and support themselves adequately during the period of their study and, through examinations designated by the school, must demonstrate an ability to comprehend, write, and speak English at an acceptable level.

International students or any person holding a degree obtained outside of the United States applying to study at IUPUI should request an international application from the following address:

Office of International Affairs
IUPUI
902 W. New York Street
Indianapolis, IN 46202-5197
Phone: (317) 274-7000
E-mail: ia@iupui.edu

Transfer Students A limited number of transfer students from other accredited M.S.W. programs may be accepted each year. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. Upon receipt of the completed application, the M.S.W. program director and the chair of the admissions committee will review the materials and decide if the applicant will be accepted into the program. If accepted, the M.S.W. program director will analyze the student's transcript and course syllabi to determine which credits earned in another accredited social work program will transfer to Indiana University. In all circumstances, however, the transfer student must complete all required courses in their chosen concentration curriculum.

Non-M.S.W. Students With permission of the school, Indiana University students enrolled in other graduate degree programs or persons possessing the M.S.W. degree may request permission to enroll in selected elective courses within the program. Enrollment of non-degree students is restricted by the availability of space and faculty. Persons interested in such enrollment are required to request such permission in writing to the M.S.W. admissions coordinator of the school.

Admission information for all of the M.S.W. Programs may be obtained from:

M.S.W. Admissions
IUPUI School of Social Work
Education/Social Work Building 4134
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: socialwork.iu.edu
E-mail: aldavis@iupui.edu

Division of Social Work
IU Northwest
3400 Broadway
Gary, IN 46408-1197
Phone: (219) 980-7111
Web site: www.iun.edu/~socialwk

Master of Social Work Program
Indiana University South Bend
P.O. Box 7111
South Bend, IN 46634-7111
Phone: (219) 237-4880
Web site: www.iusb.edu/~socw

E-mail: msw@iusb.edu

Ph.D. in Social Work

Admission Requirements

All applicants to the Ph.D. Program must have a master's degree in social work or a related field. Admission to the Ph.D. Program is based on evaluations of: (1) the applicant's professional resume, (2) professional experience, (3) undergraduate and graduate transcripts, (4) three letters of reference, (5) an example of the applicant's scholarly writing, (6) a 500-word statement of purpose, and (7) Graduate Record Examination General Test scores.

Application Deadlines

Applications are accepted throughout the year.

Applications received by April 1 are guaranteed consideration for fall entry. Applications received by February 1 are eligible to be nominated for a University Fellowship. For application materials and further information, write to:

Ph.D. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6730
Web site: socialwork.iu.edu
E-mail: swkphd@iupui.edu

Certificate Programs

The School of Social Work offers two certificates: a Certificate in Case Management at the undergraduate level and a Certificate in Family Life Education at the undergraduate and graduate levels. Both certificates are open to social work and non-social work students.

The requirements for the Certificate in Family Life Education at the graduate level are as follows:

- F500 Introduction to Teaching and Learning
- G567 Marriage and Family Counseling, or S644 Social Work Practice III: Families
- S503 Human Behavior and the Social Environment I or P514 Lifespan Development Birth to Death
- S543 Family Life Education or S600 Family Life Education
- S631 Social Policy and Services II or P650 Children's Rights and Child Development
- one human sexuality course

Select one of the following:

- S520 Evaluation Processes in Social Work
- Y520 Strategies for Educational Inquiry
- Y535 Evaluation Models and Techniques
- Y611 Qualitative Inquiry in Education

For further information, please contact Katrina Brown at kabrown@iupui.edu or by phone at (317) 274-8359.

Contact Information

Indiana University School of Social Work
902 W. New York Street, ES 4138
Indianapolis, IN 46202-5154
Phone: (317) 274-8630

Ph.D. Admissions

Phone: (317) 274-6730

E-mail: swkphd@iupui.edu**M.S.W. Admissions**

Phone: (317) 274-6705

E-mail: taldavis@iupui.edu

Degree Programs

The IU School of Social Work offers the following degree programs:

- Ph.D. in Social Work
- Master of Social Work

Curriculum

Social work is a dynamic profession concerned with changing needs of persons and the society. To respond to such needs, the curriculum of the School of Social Work undergoes continuing review by the faculty with the participation of students, members of the practice community, and others. Students must complete 60 credit hours of graduate-level course work to meet the minimum requirements for the Master of Social Work degree. All students complete a common 15 credit Foundation Curriculum and 15 credits Intermediate Curriculum that emphasizes a generalist perspective for social work practice. The Intermediate Curriculum includes a one-semester practicum of a minimum of 320 clock hours. Following that, students complete a Concentration Curriculum that prepares them for advanced practice in child welfare, school social work, health, leadership, mental health, and addictions. The Concentration Practicum of a minimum of 640 clock hours is usually completed over two semesters. All Foundation Curriculum course work must be completed before students are eligible to enroll in any required courses in the Concentration Curriculum.

The overall objectives of the Foundation and Intermediate Curricula of the M.S.W. Program include development of:

1. Basic, generalist competence applicable to a broad range of social work practice;
2. Basic competence at all levels: individual, family, groups, communities, and organization; and
3. Basic competence for practice in social service delivery systems.

The overall objectives of the Concentration Year include development of special competence in a concentration area.

Typical course arrangements for students admitted to the M.S.W. program are shown below.

Foundation Curriculum (15 cr.)

- S501 Professional Social Work at the Master's Level: An Immersion
- S502 Research I
- S503 Human Behavior and the Social Environment I
- S504 Professional Practice Skills I
- S505 Social Policy Analysis and Practice

Intermediate Curriculum (15 cr.)

- S513 Human Behavior and the Social Environment II
- S514 Practice with Individuals, Families and Groups I

- S516 Social Work Practice II: Organizations, Communities, Societies
- S517 Assessment in Mental Health and Addictions
- S555 Social Work Practicum I

Concentration Curriculum (30 cr.)**Child Welfare**

- S618 Social Policy and Services: Child Welfare
- S623 Practice Research Integrative Seminar I
- S632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family*
- S633 Child Welfare Practice II: Working with Diverse and Transitioning Families*
- S634 Community-Based Practice with Children and families*
- S636 Social Work Practice with Involuntary Populations*
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice

Students must take 3 of the 4 starred courses, or all 4.

School Social Work

- S600 Social Work Practice in Schools
- S618 Social Policy and Services: Schools
- S623 Practice Research Integrative Seminar I
- S632 Child Welfare Practice I
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice

3 additional credit hours at the 600-level

Leadership

- S618 Social Policy and Services
- S623 Practice Research Integrative Seminar I
- S661 Executive Leadership Practice
- S662 Fiscal Management, Marketing, and Resource Development
- S663 Leveraging Organizations, Communities, and Political Systems
- S651 Practicum II and S652 Practicum III
- S664 Designing Transformational Programs

3 credit hours of other 600-level courses

Mental Health and Addictions

- S618 Social Policy and Services: Mental Health and Addictions
- S623 Practice Research Integrative Seminar I
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice
- S683 Community-Based Practice in Mental Health/Addiction*
- S685 Mental Health and Addictions Practice with Individuals and Families*
- S686 Social Work Practice: Addictions*
- S687 Mental Health and Addiction Practice with Groups*

3 credit hours of other 600-level courses (or a fourth mental health course above)

Health

- S618 Social Policy and Services: Health
- S623 Practice Research Integrative Seminar I
- S651 Practicum II and S652 Practicum III

- S661 Executive Leadership Practice
- S692 Health Care Practice I
- S693 Health Care Practice II
- S694 Social Work Practice with Older Adults*
- S600 Loss, Greif, Death, and Bereavement*

*Students must take one of the two starred courses, or both.

Educational Requirements

Students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the M.S.W. Program are expected to maintain the standards established by the School of Social Work and those held by the social work profession.

In order to detect possible problems, the School of Social Work reviews students' performance periodically.

The Master of Social Work degree is recommended by the school and conferred by the university. Students must successfully complete 60 credit hours of required and elective courses carrying graduate credit. Each student is expected to follow the university and school schedules and dates for completion of requirements, including completion of all work within five calendar years from the time of first enrollment.

Liability Insurance Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

Credit for Life Experience Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

For more information about the Master of Social Work review the following:

- [Curriculum](#)
- [Programs of Study](#)

Programs of Study

In recognition of the time and geographic constraints of many students who seek professional social work education, the Indiana University School of Social Work offers six programs of study leading to the 60 credit hour M.S.W. degree. The Indianapolis campus offers a two-year full-time program, a three-year part-time weekday program, a three-year part-time evening program, a three-year part-time Saturday program, and an Advanced Standing Program. (The Advanced Standing Program is designed for students with a strong academic record who have earned a Bachelor of Social Work (B.S.W.) degree, within five years of their admission date, from a program accredited by the Council of Social Work Education.) Indiana University South Bend offers a three-year part-time evening program and Indiana University Northwest offers a three-year part-time program. The general goal of the program is preparation for advanced social work practice. In addition to generic knowledge and skills, the program provides an opportunity for development of special competence in child welfare, school social work, health, leadership, and mental health and addictions. Educational resources for students in the program include a substantial library, an audiovisual

center, student computer modules, and diversified field instruction settings throughout the state.

M.S.W. Programs of Study—Indianapolis

Indiana University School of Social Work provides several programs of study leading to the M.S.W. degree. Each program requires 60 credit hours of graduate-level course work.

Two-Year Full-Time Program

The Two-Year Full-Time Program consists of two years of course work taken over four academic semesters. Courses may be taken during the summer.

Part-Time Day Program

The Part-Time Day Program enables students to complete the Foundation and Intermediate Curriculum over two calendar years. Students attend classes during the academic year, starting in August. The complete program requires at least three calendar years.

Part-Time Evening Program

The Part-Time Evening Program enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on weekday evenings. Students begin this program in late June by enrolling in their first course during the summer II session.

Part-time evening students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

Part-Time Saturday Program

The Part-Time Saturday Program enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on Saturdays.

Students begin this program in late June by enrolling in their first course during the summer II session. Following completion of the Intermediate Curriculum, part-time Saturday students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

Advanced Standing Program

Students holding undergraduate social work degrees may be eligible for this program, which begins at various times based on the cohort chosen. The following are specific requirements for consideration for admission to the advanced standing program:

1. Graduation within five years from a baccalaureate social work program accredited (or admitted to candidacy for accreditation) by the Council on Social Work Education.
2. Successful completion of a statistics course.
3. A cumulative grade point average of at least 3.0 on a 4.0 scale.
4. A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the advanced standing program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript

including the fall semester (or winter quarter) grades of their senior year.

5. Evidence of characteristics and/or potentials required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.
6. **A reference letter is required from a full-time faculty member of the applicant's undergraduate program.**

Accelerated Program

Students with a strong academic record, who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, may apply for the Advanced Standing Accelerated Program on the IUPUI campus. Students who are accepted into this program receive special credit for the foundation courses required. Then they complete the Intermediate course work through intensive study and practicum during the two summer sessions. This program begins in May and is full time for one calendar year.

Part-Time Advanced Standing Programs

Students with a strong academic record, who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, but are unable to attend the M.S.W. Program on a full-time basis, are eligible to apply to one of the other part-time programs offered on the IUPUI campus, while still receiving special credit for the foundation courses required.

Indiana Partnership for Social Work Education in Child Welfare (Title IV-E)

The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E, and enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Eligibility for the Title IV-E program is typically limited to current employees of the Indiana Division of Family and Children. Classroom courses are offered on weekdays. Students begin the program by enrolling in their first courses during the fall semester. Students are allowed to apply for one of the other IUPUI cohorts and request IV-E status and funding. The schedule will then match the identified cohort.

Joint Degree Options

M.S.W. students on the Indianapolis campus have an opportunity to explore a joint degree opportunity pursuing an M.S.W./J.D. (Law) or an M.S.W./M.P.H. (public health). The prospective student will need to explore all of the admission requirements and application deadlines at each school. Additionally, the student will need to be accepted separately in each school.

Students accepted into the IUPUI M.S.W. program and the law or public health program will receive additional information from each school.

Educational Requirements

The student must complete 90 credit hours, including a dissertation and a research internship. Candidates for the

Ph.D. may offer up to 30 hours of graduate credit from other institutions as follows:

1. Of the 30 graduate transfer credit hours counted toward the Ph.D. degree in social work, 15 of these credits must be in an area directly related to research (e.g., research methods, statistics, a mentored research project, etc.).
 - Of these 15 research-related credit hours, at least 6 credits must have been completed within three calendar years prior to the date the student enrolls in his/her first doctoral class following acceptance into the Ph.D. Program.
 - All 15 research transfer credits must have been successfully completed as prerequisites for the two advanced research methods courses (S726 and S727), the Research Internship (S725), and the Advanced Statistics course.
2. All students must have successfully completed a graduate-level statistics course within three calendar years before enrolling in the required Advanced Statistics course. Students who have completed a statistics course more than three years before enrolling in the Advanced Statistics course may petition the director of the Ph.D. Program to test out of this requirement.
3. Any research transfer credits not completed prior to acceptance into the Ph.D. Program must be completed as part of the student's doctoral studies in accordance with the above provisions.

All courses credited toward the Ph.D. degree must have a minimum grade of B and must receive written approval of the University Graduate School. Specific program requirements include: (1) professional social work component, 33 credit hours; (2) specialization component, 18 credit hours; (3) research component, 21 credit hours; (4) research internship, 6 credit hours; and (5) dissertation, 12 credit hours.

All students in the Ph.D. Program, with the approval of the program director, will select three faculty members to serve as their academic advisors throughout their doctoral studies, one of whom will represent the student's area of specialization outside the School of Social Work.

Qualifying Examination Process

The qualifying examination process is comprehensive and integrative in nature. Specific guidelines for the completion of the qualifying process are available from the Ph.D. program director.

Admission to Candidacy

Following the passing of the qualification examination and the completion of all course work, the student's advisory committee will submit a Nomination to Candidacy Form to the University Graduate School. Upon approval of the dean, the student will be admitted to candidacy and awarded a Certificate of Candidacy.

Research Proposal

After nomination to candidacy, the student, with the approval of the program director, will select a research committee of no fewer than four faculty members, including a member outside of the School of Social Work.

This committee must approve the proposed dissertation topic.

Final Examination

The final examination is the oral defense of the dissertation.

Pre-Doc Exploratory Option

The Pre-Doc Exploratory Option allows prospective doctoral students who are not yet able to, or not yet certain that they want to, apply to the Ph.D. Program, to test their interest and commitment to doctoral education.

Providing students with the time to gain the information and experience needed to make an informed decision about the program. This option permits qualified students to enroll in up to three of the school's regular Ph.D. foundation courses and to complete up to 9 credit hours of doctoral course work before deciding to apply formally to the program. If a student later applies and is accepted to the regular Ph.D. Program, credits earned during the pre-doc phase will automatically apply toward the Ph.D. degree.

Participation in the Pre-Doc Exploratory Option does not guarantee acceptance into the Ph.D. Program. It does, however, provide a unique opportunity for students to explore that possibility.

The selection of candidates for enrollment in the Pre-Doc Exploratory Option is based on the following criteria:

1. An earned master's degree in social work or a related field.
2. A graduate grade point average of 3.5 on a 4.0 scale (preferred).
3. Official copies of all baccalaureate- and master's-level transcripts.
4. A 500-word written statement that outlines the applicant's reasons for seeking enrollment in the Pre-Doc Exploratory Option.
5. One letter of reference.
6. A professional resume.
7. A sample of scholarly writing.

Applicants are strongly encouraged to apply by April 1 for fall admission and by October 1 for spring admission.

Students enrolled in the Pre-Doc Exploratory Option are encouraged to complete the S721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 credit hours) as part of their program of studies.

The following is a list of other S700-level courses:

- S710 Social Work Theories of Human and Social Behavior (3 cr.)
- S720 Philosophy of Science and Social Work
- S724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)
- S726 Advanced Social Work Research: Qualitative Methods (3 cr.)
- S727 Advanced Social Work Research: Quantitative Methods (3 cr.)
- S728 Advanced Statistics for Social Work (3 cr.)
- S730 Pro-seminar on Social Work Policy Analysis (3 cr.)
- S740 Social Work Practice: Theory and Research (3 cr.)

For additional information, contact:

Margaret Adamek, Ph.D.
 Ph.D. Program Director
 Indiana University
 School of Social Work
 902 W. New York Street
 Indianapolis, IN 46202-5154
 Phone: (317) 274-6730
 Web site: socialwork.iu.edu
 E-mail: madamek@iupui.edu

Graduate Programs

- Master of Social Work
- Ph.D. Program

Student Learning Outcomes

Ph.D. in Social Work

Five major curriculum components comprise the structure of the Ph.D. program. These components are designed both individually and as a strategically integrated course of study to challenge and extend the knowledge and skills of doctoral students to the highest level.

- **Core Social Work Courses:** exploration and critical assessment of current knowledge and values
- **External Minor:** intensive and focused study through an academic discipline other than social work
- **Research Courses:** designed to build a mastery of quantitative and qualitative methods, measurement, and statistics
- **Research Internship:** investigation of viable research questions, typically tied to an on-going faculty research project
- **Dissertation:** the design, implementation and completion of an independent empirical study that extends the knowledge base of the social work profession

Master of Social Work

The MSW program prepares graduates for:

- Providing counseling and support to individuals, families, groups and communities.
- Helping people with serious problems, such as those confronted with violence, financial hardship, social or emotional problems, substance abuse, legal matters, or health and disability challenges.
- Making connections with community resources and services.
- Conducting research, advocating for improved services, planning and policy development, or managing organizations.

Career Information

Information about employment in specific careers is available from Indiana University Career and Employment Services, University College, 3rd Floor phone (317) 274-2554, e-mail career1@iupui.edu, and the School of Social Work's Office of Student Services.

Financial Assistance

Opportunities for financial aid for graduate students are different from those for undergraduates. It is important to understand that graduate students are only eligible for loans from IU financial aid. Additionally, the School of

Social Work has some limited funds available for tuition assistance. Persons interested in financial aid should contact:

Office of Financial Aid
IUPUI

Cavanaugh Hall, CA 103
425 University Boulevard
Indianapolis, IN 46202-5145

Web site: <http://www.iupui.edu/~finaid/>

Information regarding financial awards from the School of Social Work is made available to social work students at the beginning of the academic year.

Participating Field Agencies

Agencies Participating in Social Work Field Instruction

The following list represents the most current account of participating field agencies.

Agencies in Indiana

Allen County

- Bowen Center/White's Residential & Family Services
- Community & Family Services
- Family and Children's Services
- Family & Community Partnership/GKB Community Head Start
- Lutheran Behavioral Health Center
- Northern Indiana V.A. Healthcare Center
- Park Center, Inc.
- Parkview Memorial Hospital
- Renaissance Village
- Special Alternatives Family and Youth
- St. Joseph Hospital
- Vincent House
- Ward Education Center
- Women's Bureau

Bartholomew County

- Aging & Community Service of South Central IN
- Bartholomew County Youth Services
- Child Abuse Council of Bartholomew County
- Columbus Regional Hospital
- The Ecumenical Assembly-Love Chapel
- Family Services of Bartholomew County
- George Junior Republic
- Healthy Communities
- Hospice of Bartholomew County
- Quinco Behavioral Health Systems
- ReUnion Family Association
- Turning Point

Boone County

- Behavioral Healthcare

Brown County

- Brown County Family Access Program
- Quinco Behavioral Health Systems

Carroll County

- Department of Child Services

Cass County

- Lewis Cass Intermediate School District

- Southeastern School Corporation
- Woodlands Behavioral Center

Clinton County

- Clinton County Division of Family and Child
- Preservation Partners, Inc.

Davies County

- SSamaritan Center

Decatur County

- Decatur County Department of Child Services
- Decatur County Memorial Hospital

Dekalb County

- Family & Community Partnership GKB Community Head Start

Delaware County

- Arbor Clinic
- Betterway
- Meridian Services
- Muncie Reception and Diagnostic Center

Elkhart County

- Adoption Resource Services, Inc.
- Eastlake Terrace
- Elkhart Community Schools
- Elkhart General Hospital
- Elkhart Youth Services Bureau
- Oaklawn Community and Service Partial Hospital
- Oaklawn Psychiatric Services
- Violence Intervention Project

Fayette County

East Central Special Services

- Fayette County Probation Office
- Whitewater Care Pavilion

Fountain County

- Families United

Fulton County

- Step Ahead/First Steps

Grant County

- Family Service Society
- Grant-Blackford Mental Health Center
- Grant County Department of Child Services
- Milestone Services
- Northern Indiana VA Healthcare Center
- Trinity House Counseling

Greene County

- Bloomfield Community Schools

Hamilton County

- Carmel-Clay School Corporation
- Family Service Association
- Hamilton Center
- Hamilton County Youth Services Bureau
- Southern Indiana Center for Independent Living

Hancock County

- Gallahue Mental Health Center
- Hancock Regional Hospital

- Sugar Creek Nursing and Rehabilitation

Hendricks County

- Agency on Aging
- Brownsburg School Corp
- Cummins Mental Health Center
- Plainfield Juvenile Correctional Facility
- Sheltering Wings

Henry County

- Bennett House
- Division of Family and Children
- Henry County Hospital
- Lifestream
- New Castle School Corporation
- Raintree

Howard County

- Community Hospital
- Family Service Association
- Guardian Angel Hospice
- Kokomo-Center Schools
- Robert J. Kinsey Youth Center
- Saint Joseph Home
- Villages of Indiana

Jackson County

- Jackson County Department of Child Services
- Jackson County Education Center
- Quinco Behavioral Health Systems
- Seymour School Corporation

Jasper County

- Rensselaer Care Center

Jay County

- Community & Family Services
- The Youth Bureau
- Jennings County
- Quinco Behavioral Health

Johnson County

- Adult & Child Mental Health
- Cardinal Service Management
- Center Grove School Corp
- Greenwood Health and Living
- Greenwood School Corporation
- Indiana Masonic Home
- Johnson County Juvenile Detention Center
- Johnson County School Corp
- Johnson County Youth Services Bureau
- Kenosis Counseling
- TARA Treatment Center
- Valle Vista Health System
- Youth Connections

Kosciusko County

- Bowen Center
- KCH Home Care

Lake County

- Addiction Counseling and Family Services
- African-American Achievers, Inc.
- Bethany Christian Services
- Campagna Center

- Catholic Family Service
- The Community Hospital—Social Services
- Crisis Center Alternative House
- East Chicago School Corporation
- Edgewater System for Balanced Living
- Gary Community School Corporation
- Gary Neighborhood Services, Inc.
- Griffith Public School Corporation
- Hammond Public School Corporation
- Hospice of the Calumet Area
- Human Beginnings Outpatient Mental Health Center
- Lake County Office of Family and Children
- Lakeside Counseling
- Merrillville Public School Corporation
- The Methodist Hospitals—Adult Behavioral Medicine
- The Methodist Hospitals—Rehab Centers
- The Methodist Hospitals—U.S. Steel Employee Assistance Program
- Premier Hospice
- PSI Services, Inc.
- Southlake Center for Mental Health—Century Program
- Southlake Center for Mental Health—Community Assistance
- Southlake Center for Mental Health—Health Services/Forensic Department
- Southlake Center for Mental Health—Outpatient Services
- Southlake Center for Mental Health—Placement Diversion Program
- St. Anthony's Medical Center
- St. Catherine Hospital-Behavioral Health Services
- St. Margaret Mercy Hospital—Behavioral Medicine Outpatient Center
- St. Margaret Mercy Healthcare Centers
- Tri-County Community Mental Health Center

LaPorte County

- Family and Community Services, Inc.
- LaPorte Hospital and Health Services
- Michigan City Alternative School
- Swanson Center
- Visiting Nurses Association

Madison County

- Anderson Center of St. John's
- Anderson Community Schools
- Anderson Psychiatric Clinic
- Anderson School Corporation
- Anderson University
- Center for Mental Health
- Community Hospital
- Department of Child Services
- Madison County Juvenile Probation
- Madison County Youth Center

Marion County

- Adult and Child Mental Health Center
- Altenheim Community
- Alzheimer's Association
- American Village
- Arlington Woods Elementary School

- AT Home Care and Hospice
- Beacon House
- Behavioral Care South
- Better Together
- Big Brother/Big Sisters of Central Indiana
- Big Sisters of Central Indiana
- Bosma Rehabilitation Center
- Boys and Girls Clubs of Indianapolis
- Breaking Free
- Bridges to Success
- Broadway United Methodist Church
- Brookview Healthcare Rehabilitation
- CJ & Associates
- Casey Family Programs
- Catholic Social Services
- Child Advocates, Inc.
- Children's Bureau of Indianapolis
- Choices, Inc.
- Christamore House
- Christel House Academy
- Church Federation of Greater Indianapolis
- CICOA —The Access Network
- Clarian/Methodist Hospital
- Clarian/Riley Hospital
- Clarian Homeless Initiate Program
- Coburn Place, Safe Haven
- Columbia Women's Hospital
- Community Addiction Services of Indiana
- Community Alliance of Far Eastside (CAFE)
- Community Centers of Indianapolis
- Community Hospital East
- Community Hospital North
- Community V.N.A. Hospice
- Concord Multi-Service Center
- Consumer Credit Counseling
- COVOH Foundation, Inc.
- Cummins Behavioral Health
- Damar Services
- Damien Center
- Dayspring Center
- Decatur Township Schools
- Dialysis Clinic, Inc.
- East 91st Street Christian Church
- Edgewood Elementary School
- Exodus Refugee and Immigration
- Fairbanks Hospital
- Family Advocacy Center
- Family Counseling Center
- Family Developmental Service
- Family Service Association of Central Indiana, Inc.
- Family Service Council of Indiana
- Family Works, Inc.
- Father Research Center
- Florence-Toro Elementary School #83
- Forest Manor Multi-Service Center
- Forum at the Crossing
- Gallahue Mental Health
- Gender Fairness Coalition of Indiana
- Gennesaret Free Clinic
- George Washington Community School
- Goodwill Industries
- Hamilton Center
- Harrison Hill Elementary School
- Hawthorne Community Center
- Homeless Initiative Program
- Hoosier Veterans Assistance Program
- Horizon House
- Howe Middle School
- IARCCA
- Indiana Association for Community Economic Development
- Indiana Canine Assistant Network (ICAN)
- Indiana Civil Liberties Union
- Indiana Coalition against Domestic Violence
- Indiana Community Cancer Care
- Indiana Department of Child Services
- Indiana Department of Corrections
- Indiana Department of Mental Health
- Indiana MENTOR
- Indiana School for the Deaf
- Indiana School for the Blind
- Indiana State Board of Health
- Indiana University Cancer Center
- Indiana University Hospital
- Indiana University School of Medicine
- Indiana Women's Prison
- Indiana Youth Advocate Program
- Indiana Youth Group
- Indiana Youth Services Association
- Indianapolis Foundation
- Indianapolis Housing Agency
- Indianapolis Institute for Families, Inc.
- Indianapolis Juvenile Correction Facility
- Indianapolis Metropolitan High School
- Indianapolis Metropolitan Police Department
- Indianapolis Public Schools
- Indianapolis Urban League
- Information and Referral Network
- Interfaith Hospitality Network
- Insights Consulting, Inc.
- IU Medical Group
- IUPUI Campus and Community Programs
- Lambda Consulting
- Jewish Community Center
- John J. Boner Community Center
- Julian Center
- Kids Peace National Centers
- Kids' Voice of Indiana
- La Plaza, Inc.
- LaRue Carter Hospital
- Lawrence Township Schools
- LDS Family Services
- Legacy House
- Liberty Behavioral Health
- Life Spring
- Light of the World Church—Project Impact
- Lutheran Child & Family Services
- Marion County Children's Guardian Home
- Marion County Community Court
- Marion County Division of Family and Children

- Marion County Health Department
- Marion County Juvenile Court
- Marion County Prosecutors Office
- Marion County Probation Department
- Martin Luther King Multi-Service Center
- Mary Riggs Neighborhood Center
- Mental Health Association in Marion County
- Midtown Mental Health Center
- Miller's Merry Manor
- Mount Olive Missionary Baptist Church
- Muscular Dystrophy Association
- NASW—Indiana Chapter
- N.O.A.H., Inc.
- Neighborhood Alliance for Child Safety
- New Beginnings High School
- Nina Mason Pulliam Charitable Trust
- Noble of Indiana
- Northwest District Health Office-Health Department
- Northwest Manor Healthcare
- Office of Neighborhood Resources
- Options for Better Living
- PACE/OAR
- Pacers Academy
- Partners in Housing
- Pathway Family Center
- Pathway to Recovery
- Peace Learning Center
- Pike Township School Corporation
- Planned Parenthood—Central and Southern Indiana
- Project Impact—Indianapolis
- Quest for Excellence
- Reach for Youth, Inc.
- Regency Place
- Robinson AME Church
- Ruth Lilly Hospice
- Safe Haven
- Saint Elizabeth's Home/Coleman Adoption Services
- Saint Francis Hospital
- Saint Vincent Hospital & Health Services
- Saint Vincent Stress Center
- The Salvation Army
- Salvation Army and Harbor Light Center
- School on Wheels
- Senior Health Insurance Information Program
- Southeast Multi-Service Center
- State of Indiana Legislature
- Stop Over, Inc.
- Supportive Systems, LLC
- Technical Training Services
- Transitional Assistance Services, Inc.
- United Senior Action
- United Way—Community Service Council
- University Heights Health and Living
- Veteran Affairs Medical Center
- Villages of Indiana
- Visiting Nurses Service
- Vivian Smith Home
- Volunteers of America of Indiana
- Warren Central High School
- Warren Township Schools

- Wellness Community
- Wildwood Healthcare Center
- Wishard Hospital
- Women's Hospital Genesis Center
- YMCA of Greater Indianapolis
- Youth Emergency Services
- YWCA

Marshall County

- Behavioral Health Care

Miami County

- Maconaquah Elementary School

Monroe County

- 21st Century Schools Program
- Amethyst House
- Area 10 Agency on Aging
- Bell Trace Retirement Community
- Big Brothers/Big Sisters
- Bloomfield Schools
- Bloomington Hospital
- Catholic Social Services
- Center for Behavioral Health
- Family Service Association
- Family Solutions
- First Step Program
- Forest Hills Special Education
- Foster Care Plus
- Hamilton Center
- Head Start
- Healthy Families
- Hospitality House
- Hospice of Bloomington and Greene County
- Indiana University: Child Advocacy Clinic
- Indiana University Gay, Lesbian, Bisexual, and Transgender Student Support Services
- Indiana University Counseling Services
- Indiana University Institute for Family and Social Responsibility
- Institute for Disability and Community Center for Autism
- Middle Way House
- Monroe County Community Schools
- Monroe County Division of Family and Children Services
- Monroe County United Ministries
- Monroe County Wraparound Services
- New Leaf-New Life
- Options for Better Living
- Perry Township Trustee
- Positive Link
- Richland-Bean Blossom Community Schools
- Shalom Center
- Shalom Family Center
- Shalom Latino Family Center
- South Central Community Action Program
- Stonebelt Center
- Sunrise Counseling Services
- Victim Offender Reconciliation Program
- Villages of Indiana
- Youth Services Bureau

Montgomery County

- Crawfordsville Community Schools

Morgan County

- Morgan County Hospital and Medical Center

Orange County

- Southern Hills Counseling

Owen County

- Big Brothers/Big Sisters
- Ellettsville Family Resource Center
- Hamilton Center
- Porter County
- Fountainview Place Nursing and Rehabilitation Center
- Midwest Center for Youth and Families Residential Therapy
- The Niequist Center for Residential Care
- Porter Starke Mental Health
- St. Mary Medical Center
- Valparaiso Community School Corporation
- Putnam County
- Old National Trail Special Service Cooperative
- ResCare
- Randolph County
- Dunn Center
- Office of Family and Children
- Randolph County Development Center

Rush County

- Dunn Medical Health Center
- Harcourt Mental Health Services
- Substance Abuse Treatment Center/Tara

Shelby County

- Shelby County Youth Center
- St. Joseph County
- Alzheimer's Association
- American Cancer Society
- American Heart Association
- American Red Cross
- Battell Center Community Activity Center
- Battell Senior Workers, Inc.
- Big Brothers and Big Sisters
- Bohomie Counseling Center
- Catholic Charities
- Center for the Homeless
- Child Protective Services
- Children's Campus
- Community Resource Center
- Family and Children's Services, Mishawaka
- Family and Children's Services, South Bend
- Family Learning Center
- First Presbyterian Church of South Bend
- Hannah's House
- Holy Cross Counseling Group
- Holy Cross Living Center
- Hope Rescue Mission
- Hospice of Saint Joseph County—Social Work
- Juvenile Probation Department of St. Joseph
- La Casa de Amistad
- Madison Center and Hospital

- Madison Center for Children
- Memorial Hospital
- Meridian Nursing Home
- Near West Side Neighborhood Organization
- Options Institute
- Salvation Army
- Samaritan Counseling Center
- School City of Mishawaka
- South Bend Community Health Center
- South Bend Community School Corporation
- South Bend Heritage Foundation
- South Bend Police Department
- St. Joseph County Visiting Nurse Association
- St. Joseph Health Center
- St. Joseph Juvenile Justice Center
- St. Joseph Medical Center
- St. Vincent de Paul Society
- Turning Point Clinical Services
- Visions Counseling Center
- Visiting Nurse Association of Michiana
- WIC Program
- Women's Care Center
- Workforce Development Service
- YMCA of Michiana
- Youth Service Bureau of St. Joseph County
- YWCA

Tippecanoe County

- Carey Home for Children JAMS Program
- Charter Behavioral Health System
- Greater Lafayette Health Services
- Indiana Veteran's Home
- Lafayette School Corporation
- Lafayette Urban Ministry
- Purdue University Student Health Center
- St. Elizabeth Hospice
- Villages of Indiana
- Wabash Valley Hospital
- YWCA

Vigo County

- Cummins Behavioral Health
- Hamilton Center

Wayne County

- AIDS Task Force
- Area IV In-Home Community Service Agency
- Birth to Five, Inc.
- Division of Family and Children
- Dunn Mental Health Center
- Earlham College
- Friends Fellowship
- Golden Rule Nursing Home
- Green Acres
- Headstart
- Human Rights Commission
- Oakridge Nursing Home
- Reid Hospital and Health Care Service
- Richmond Community School
- Richmond State Hospital
- Wayne County Probation

- Wernle Children's Home

Out-of-State Agencies

- Alexander Youth Network Foster Care Department – Charlotte, NC
- Child Welfare League of America - Washington, D.C.
- Children Resource Triangle – Chicago, IL
- Cook County District 172 Sandridge School – Chicago Heights, IL
- Serenity House of Volusia, Inc. PATH – Daytona Beach, FL
- St. Paul Public Schools Central High School – Minneapolis, IN

International

- AMPATH Moi University School of Medicine – Eldoret, Kenya (Africa)
- Carden Social Services Children in Need North - London, England
- Centre for Children, Youth, and Families, St. David's Hospita -, Cardiff, Wales
- Centre for Human Rights Education of Curtin University - Perth, West Australia
- Harvey Jones Adolescent Centre of Whitchurch Hospital - Cardiff, Wales
- Kildare West Mental Health Service - Kildare, Ireland
- London Borough of Hounslow Social Services Department Felham Social Services Offices - London, England
- Pontificia Universidad Catolica de Chile - Santiago, Chile
- Preswylfa Family Center - Cardiff, Wales
- Southwark Child Mental Health Social Work Services, The Michel Rutter Centre for Children and Young People, Maudsley Hospital, Southwark - London, England
- Te Awatea Centre for Violence Research, School of Social Work, University of Christchurch, New Zealand
- UK Hounslow Community Mental Health Team - Middlesex, England
- Universidad Nacional de Lanus – Porovincia de Buenos Aires, Argentina
- University of Canterbury Department of Social Work - Christchurch, New Zealand
- University of Orange Free State FSRDPP – Philippos Free State, South Africa

School Alumni

Graduates of the school maintain an active Alumni Association whereby they continue to participate in the improvement of the programs and the achievement of the school's progressive goals. Officers provide leadership and an executive committee elected biennially provides oversight.

Student Organizations

Students of the school maintain B.S.W. and M.S.W. Social Work Student Associations that sponsor program meetings and social affairs during the year. Through elected officers and committees, the associations serve as important channels for communication between students and faculty. In addition, these organizations appoint student representatives to various school committees. Students also are encouraged to participate in organizations related to the social work profession.

Information about these organizations can be found in the B.S.W. and M.S.W. student handbooks, and at <http://iupui.socialwork.iu.edu/>.

Students with Disabilities

By anticipating some common problem areas, the university makes every effort to help students with physical or learning disabilities make the transition to university life. A detailed list of services is available through the Office of Adaptive Educational Services, 425 University Boulevard, (317) 274-3241, TDD/TTY (317) 278-2050.

Furthermore, the Indiana University School of Social Work makes every reasonable attempt to accommodate participants in all our programs.

Academic Policies and Procedures

Students' Rights

Social work students in the B.S.W., M.S.W., and Ph.D. Programs have a right to participate in decision-making activities about the educational program and the School of Social Work. Students regularly contribute to the continued development and growth of programs. The school values students' input in several critical areas: faculty and course evaluation, school committee work, faculty hiring, and student field placements.

All students enrolled at Indiana University have an opportunity each semester to evaluate their courses and instructors. At the end of each course, students are given standardized faculty evaluation forms to complete. These evaluations are confidential, and the results are computer generated. The evaluations are returned to the faculty to use for strengthening content and learning methods to improve instruction.

Through their elected and/or volunteer representatives, social work students provide input to and learn from each of the following committees: B.S.W., M.S.W., Ph.D., and various others that are convened throughout the year. Student representatives are viewed as valuable members of these committees.

Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions.

Each student has the opportunity to provide input for the selection of his or her field practicum assignments. The field practicum coordinator works closely with the student to negotiate a suitable placement.

Social work students have the right to provide feedback about school policies and procedures and the behavior of faculty and staff members. In providing either positive or critical feedback, students are expected to follow professional social work norms, values, and ethics. For example, if a student believes that a faculty or staff member's behavior is discourteous or ineffective, she or he should discuss the concern directly with the faculty or staff member in question. If the student has reason to believe that in addressing the faculty or staff member directly, that their grade or safety would be placed in jeopardy, the student should register the concern with the

respective program director, who will address and respond to the issue.

If a student believes that she or he has been treated unfairly or unprofessionally by a faculty or staff member or that a policy or procedure is unjust or unwise and the student has been unsuccessful in her or his attempt to address the concern directly with the faculty or staff member, then the student may submit in writing a formal grievance petition to the respective program director.

Grievance petitions are reserved for those issues or incidences that warrant formal investigation and full exploration. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation need to be addressed with the Dean of the School of Social Work. There exists an established complaint procedure available in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*.

Academic and Scholarly Guidelines

Students admitted to any Indiana University School of Social Work program have already demonstrated potential for superior academic work. Most social work students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to attend classroom and practicum course meetings. Regular attendance is viewed as the personal and professional responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.

Students are expected to prepare documents in a scholarly and professional manner. Students are to use the latest edition of Publication Manual published by the American Psychological Association. Submissions should be in typewritten format and carefully edited for spelling and grammar.

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping client systems.

For this reason, formal writing assignments in social work courses will be evaluated on both the basis of the quality of the scholarly content as well as the quality of its presentation.

Electronic Communication

Students are expected to follow appropriate e-mail etiquette when communicating with faculty, staff, and peers. Correct grammar is expected at all times. Inappropriate use of email will be grounds for student review and disciplinary actions. For specific guidelines, please visit www.itpo.iu.edu/policies.html and www.itpo.iu.edu/computeruse.html.

Student Misconduct

The following is based on Indiana University's Code of Student Rights, Responsibilities, and Conduct (Part III,

pp. 17-18), Bloomington, IN: Indiana University, and on Indiana University–Purdue University Indianapolis (1997), Code of Student Rights, Responsibilities, and Conduct (Part III, pp. 28-29), Indianapolis, IN:

Academic Misconduct.

Indiana University School of Social Work and/or the university may discipline a student for academic misconduct, defined as any activity that tends to compromise the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, the following:

Cheating.

- A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- A student must not use another person as a substitute in the taking of an examination or quiz.
- A student must not steal examinations or other course materials.
- A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- A student must not alter a grade or score in any way.

Fabrication.

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

Plagiarism.

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- quotes another person's actual words, either oral or written
- paraphrases another person's words, either oral or written
- uses another person's idea, opinion, or theory
- borrows facts, statistics, or other illustrative material, unless the information is common knowledge

Interference.

A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources to deprive others of the information they contain.

- A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Violation of Course Rules.

A student must not violate course rules as contained in a course syllabus or other information provided to the student.

Facilitating Academic Dishonesty.

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

IU School of Social Work Addendum to Indiana University Policy on Plagiarism

In addition to the university statement on plagiarism, the IU School of Social Work defines plagiarism as including:

- The intentional or unintentional use of information from another person without full acknowledgement. Such use, even when unintended, causes the work to appear to be the student's own work and thus the student, not the original author, benefits from the omission of proper acknowledgement.
- Copying or using information from web sites without appropriately documenting the internet source.
- Buying or using a document written by another person.
- Submitting any part of the student's own work which has been previously submitted, unless one's own prior work is fully acknowledged and appropriately cited.

Policy Regarding Individuals Convicted of Sex Offenses against Children**Policy Statement**

It is the policy of the School of Social Work that no students or applicants who have been convicted of sex offenses against children shall be eligible for admission or continuation in the B.S.W., M.S.W., or Ph.D. programs.

University Procedure

The Office of the Registrar is responsible for running a report every semester against the state's Sex Offender Registry and notifying the school of anyone who appears on the Registry.

School Procedure

1. **Applicants and Transfer Students** Applicants will be asked to self-report any history of Sexual Offenses against children. Any applicant or transfer student whose name is on the registry will be ineligible for admission or transfer and shall be notified.
2. **Continuing Students** Any continuing student whose name appears on the registry during the time of matriculation, or has been convicted of an offense

for which the student can be listed on the registry, shall be ineligible for continuation in the program.

3. **Notice** The school bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for admission.
4. **Nonexclusive Policy** Nothing in this policy shall be deemed to preclude the school from taking other appropriate action in such cases, or in the case of applicants or students involved in other conduct or criminal activities not covered in this policy.
5. **Right to Appeal** Any applicant or student already admitted to one of the Indiana University School of Social Work programs who is deemed ineligible for admission or continuation based upon a record of criminal conviction may appeal to the dean of the school for reconsideration if she/he believes there are extenuating circumstances that might mitigate the findings. The dean will appoint a review panel, of three full-time faculty members to consider the student's appeal. The review panel, in consultation with the office of University Counsel, will consider all pertinent information and make a ruling that shall be considered final.

For other policies, please visit <http://iupui.socialwork.iu.edu/>.

Faculty**Administrative Officers**

- MICHAEL PATCHNER, Ph.D., Professor and Dean, IUPUI
- IRENE QUEIRO-TAJALLI, M.S.W., Ph.D., Executive Director of Undergraduate Education and Interim Executive Director of Labor Studies, IUPUI
- KATHARINE BYERS, M.S.W., Ph.D., Director, B.S.W. Program, IUB
- EDWARD FITZGERALD, M.S.W., J.D., Director, B.S.W. Program, IUE
- DAVID WESTHUIS, M.S.W., Ph.D., Executive Director, M.S.W. Program, IUPUI
- MARILYNNE RAMSEY M.S.W, Ph.D., Director, M.S.W. Program, IUSB,
- MARGARET ADAMEK, M.S.W., Ph.D., Director, Ph.D. Program, IUPUI

Faculty

- *Adamek, Margaret, Ph.D. (Case Western Reserve University, 1989), Professor of Social Work, IUPUI
- Anderson, Jennifer, M.S.W. (Southern Illinois University at Carbondale, 1992), Director of Field Instruction, IUN
- Armstead, Sheila, M.S.W. (Indiana University, 1992), B.S.W. Field Instruction Coordinator and Clinical Assistant Professor, IUE
- Barbosa, Ivette, M.S.W. (), BSW Student Services Coordinator, IUPUI
- *Barton, William, Ph.D. (University of Michigan, 1985), Professor of Social Work, IUPUI
- Beathea, Joann, Ph.D. (Loyola University, 2004), Assistant Professor, IUSB
- Bell, Jacqueline M., M.S.W. (George Warren Brown School of Social Work, 1977), IVE Field Coordinator, IUPUI

- Bennett, Robert, D.S.W. (University of Utah, 1991), Associate Professor of Social Work, IUPUI
- Black, Carolyn, Ph.D. (University of Illinois at Chicago, 1996), Associate Professor of Social Work, IUPUI
- Blackman, Lorraine, Ph.D. (Florida State University, 1992), Associate Professor of Social Work, IUPUI
- Boys, Stephanie, Ph.D. (University of Michigan, 2005), Assistant Professor of Social Work, IUPUI
- Byers, Katharine, Ph.D. (Indiana University, 1989), B.S.W. Program Director, and Associate Professor of Social Work, IUB
- Campbell, Craig, M.S.W. (Indiana University, 1998), Labor Studies Student Services Coordinator, IUPUI
- Caucci, Frank, Ph.D. (M.S.W., Loyola University, 2002), Interim Director of Social Work, IUN
- Coleman, Rebecca, M.S.W. (Indiana University, 1989), Coordinator of Field and Student Services, IPFW
- Cotton, Christopher, Ph.D. (Jane Addams College of Social Work, 2006), Assistant Professor of Social Work, IUN
- Cournoyer, Barry, D.S.W. (University of Utah, 1979), Professor of Social Work, IUPUI
- Crouch, RK A., (M.A., Industrial Relations and Human Resources, University of Iowa, 1980), Associate Professor of Labor Studies, IPFW
- *Daley, James, Ph.D. (Florida State University, 1986), Associate Professor of Social Work, IUPUI
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- Duggan, Lynn S., Ph.D. (Economics, University of Massachusetts Amherst, 1993), Assistant Professor of Labor Studies, IU Bloomington
- Fitzgerald, Edward, J.D. (Indiana University, 1997), Director, B.S.W. Program, and Assistant Professor of Social Work, IUE
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- Gass, Sherry, M.S.W. (Indiana University, 1987), M.S.W. Student Services and Admissions Coordinator and Teacher Practitioner, IUPUI
- Gentle-Genitty, Carolyn, Ph.D. (Indiana University, 2008) Assistant Professor of Social Work and Assistant to the Director for Labor Studies, IUPUI
- Harmon, Joesph, Reference Team Leader and Library Liaison to the School of Social Work
- Hostetter, Carol, Ph.D. (Indiana University, 1998), Assistant Professor of Social Work, IUB
- Howes, Patricia, M.S.W. (Michigan State University, 1993), Director of IV-E Training Partnership, IUPUI
- Iverson, Thandabantu, Ph.D. (Political Science, Clarke-Atlanta University, 2007), Assistant Professor of Labor Studies, IU Northwest (Gary)
- Khaja, Khadija, Ph.D. (University of Utah, 2004), Assistant Professor of Social Work, IUPUI
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- Luca, Carmen, Ph.D. (Catholic University of America, 2005), Assistant Professor of Social Work, IUPUI
- Lynch, Darlene, () Director of the M.S.W. program and Associate Professor, Division of Social Work, IUN
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- Moffett Kim, M.S.W. (), Visiting Faculty, IUPUI
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- Singh, Sudarshan, K., A.M. (International Institute for Social Studies, The Netherlands, 1955), Assistant Professor Emerita of Social Work
- Smith, Jerome, Ph.D. (University of Chicago, 1975), Associate Professor Emeritus of Social Work
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Faculty Emeriti

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- Metzger, David, F., M.A. (Ball State University, 1962), Associate Professor Emeritus of Social Work

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- * Eligible to Chair Dissertation Committees